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ABSTRACT

Instructional guidelines for grade 3 objectives being tested by the Texas Assessment of Basic Skills (TABS) are presented. The guidelines are designed to be helpful to primary grade teachers in clarifying expectations regarding the TABS tests. Looking at the grade 3 basic skill descriptions will indicate what students in kindergarten through grade 2 should be learning in mathematics, reading, and writing. An introduction for each of the three subjects briefly discusses the behavioral and enabling objectives. Teachers are encouraged to employ the following four instructional principles which will typically lead to greater student success in a skill-based, competency-based instructional program: (1) competency comprehension dealing with a teacher's familiarity with the competency to be taught; (2) task description which lets the student know what the competencies are and why they should be acquired; (3) appropriate practice which deals with providing appropriate practice opportunities for the students; and (4) progress monitoring which urges teachers to attend to the differential progress being made by their students. (RL)

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TABS

TEXAS ASSESSMENT OF BASIC SKILLS

ED195574

Instructional Guidelines for Mathematics, Reading, and Writing

GRADE 3

TM 810 024

Texas Education Agency
Division of Curriculum Development
Austin, Texas
1980

TEXAS ASSESSMENT OF BASIC SKILLS

Instructional Guidelines for Mathematics, Reading, and Writing

GRADE 3

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FOREWORD

In 1975, essential mathematics and reading objectives were selected by educators and lay citizens in the state to serve as benchmarks for instructional planning. In 1979, when a statewide assessment of student performance on minimum basic competencies was mandated by the Texas Legislature, a small number of objectives from the 1975 lists were chosen for testing in mathematics and reading. Essential writing (composition) objectives were developed from objectives described in the English Language Arts Curriculum Framework K-12 (CUO 838 01) as the basis for building tests of writing skills.

The essential objectives tested in the Texas Assessment of Basic Skills (TABS) do not, therefore, represent total curriculum, nor are they all of the essential skills or competencies that teachers use to guide instruction. This publication is designed to explicate the Grade 3 essential objectives and the test items that were developed to measure them.

These guidelines offer an opportunity to strengthen instruction in mathematics, reading, and writing by raising the teacher's understanding of the essential objectives themselves and to raise mastery levels on the whole range of objectives in many instructional contexts beyond the testing situation.

Alton O. Bowen
Commissioner of Education

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Under contract with the Texas Education Agency, Westinghouse DataScore of Iowa City, Iowa subcontracted with the Instructional Objectives Exchange of Culver City, California to develop the TABS instructional guidelines for third grade objectives.

Among staff members at the Instructional Objectives Exchange who were instrumental in the development of the draft copy of this publication were Dr. W. James Popham, director of IOX, and Elaine Lindheim, director of test development.

The Texas Education Agency staff and school district TABS advisory committee members from across the state helped to review and revise the publication.

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INTRODUCTION

This publication gives instructional guidelines for Grade 3 objectives being tested by the Texas Assessment of Basic Skills (TABS). The guidelines are designed to be helpful to primary grade teachers in clarifying expectations regarding the TABS tests.

Superintendents are encouraged to duplicate sections of the publication for distribution to appropriate curriculum planners and teachers. The publication should help educators determine if students are being taught what they ultimately will be tested on. Looking at the Grade 3 skill descriptions will indicate what students in K-Grade 2 should be learning.

The law that led to the establishment of TABS was enacted by the Sixty-sixth Texas Legislature. The new law called for the creation of a statewide criterion-referenced testing system in which annual assessments would be made of Texas students in Grade 3, Grade 5, and exit level. In response to that mandate, TABS now tests in the spring of each year Texas students at those levels.

The legislative architects of the law that led to the establishment of TABS, unlike legislators in a number of other states where minimum competency testing laws have been created chiefly to assure an incredulous citizenry about the quality of public education, anticipated that the new statewide assessment program would improve the quality of basic skills instruction in Texas. Indeed, a careful reading of the enabling legislature (Senate Bill 350) makes it clear that Texas lawmakers wish to provide a testing system that will be supportive of the efforts of Texas teachers to foster their students' mastery of fundamental skills in mathematics, reading, and writing. The TABS program is to be a testing strategy that will help Texas teachers, not hinder them. The ultimate beneficiaries of the TABS program are to be the children of Texas who, because of their teachers' increasingly effective instructional efforts, will more successfully master the basic skills of mathematics, reading, and writing.

The cornerstone of the Texas Assessment of Basic Skills consists of the sets of objectives that define the basic skills to be measured by the TABS program. These objectives, focusing on fundamental skills in mathematics, reading, and writing, were identified by large and representative committees of Texas educators. The fifth grade and exit level objectives were isolated during lengthy statewide deliberations carried out during the 1970s. The third grade objectives on which this publication focuses, were identified during a later phase of the TABS program's development. At that time, representative committees of teachers supervised the identification of the objectives and the subsequent creation of the tests to measure student mastery of those objectives. The Grade 3 objectives were designed to be compatible with the Grade 5 and exit level objectives.

CLARITY OF INTENT

Since a major purpose of the TABS program is to improve the quality of basic skills instruction in Texas, it was recognized that Texas teachers who had responsibility for helping students master these skills would need assistance. One significant sort of support needed by these teachers is an unambiguous notion of what is signified by each objective. In other words, staff members of the Texas Education Agency (TEA) who are responsible for TABS implementation believe that teachers should be provided with an explicit idea of what is "fair game" for TABS testing.

Because statements of educational objectives typically fail to convey a satisfactory notion of the precise manner in which an objective is to be tested, TEA curriculum specialists recognized that a more explicit form of communication was required. Drawing from the specifications that had been used to prepare the test items for each objective, a set of skill descriptions was developed for each objective. The skill descriptions for Grade 3, which are presented in this publication, were designed specifically to provide Texas teachers with an idea of what is meant by the TABS objectives.

The skill descriptions for mathematics, reading, and writing follow a similar but not identical format. An introduction for each subject briefly describes the nature of that subject's skill descriptions.

Users of this publication are invited to offer suggestions for revising it by sending such suggestions to: Division of Curriculum Development, Texas Education Agency, 201 East 11th Street, Austin, TX 78701.

FOUR INSTRUCTIONAL PRINCIPLES

Since the TABS program is committed to the improvement of basic skills instruction in Texas, it is appropriate to consider the design of instruction in the context of TABS testing. Instructional research indicates clearly that different teachers can employ markedly different teaching procedures, all with equal success. Nonetheless, there are a number of research-derived principles that, if adhered to by teachers, will increase those teachers' likelihood of promoting student mastery of TABS objectives. Although many teachers are already conversant with such principles, four instructional adages are presented below. If followed, they will typically lead to greater student success in a skill-based, competency-based instructional enterprise.

> Competency Comprehension. The initial principle deals with a teacher's familiarity with the competency to be taught. More specifically, the principle places on the teacher a responsibility to comprehend with considerable clarity the nature of each competency (in this case the TABS objective) being promoted.

COMPETENCY COMPREHENSION: The more clearly a teacher comprehends a competency being sought, the more likely that students will achieve that competency.

Teachers who recall their own early days in school will probably remember that certain instructors were well informed, while others appeared to be a bit confused about the topics they were teaching. It was easy to spot the differences between those teachers who were in command of their subject matter and those who, it appeared, had only a nodding acquaintance with that subject matter. In general, the teachers who really comprehended the subject matter being treated were far more effective in promoting student mastery of that material.

This same general notion applies to the promotion of students' competency mastery. The more lucidly that a teacher comprehends the nature of the competency being taught, the more success the teacher will have both in explaining the competency to the students and, even more importantly, in designing instructional sequences to promote that competency.

In the following sections of this publication, skill descriptions of the objectives constituting the core of the TABS program are presented. To subscribe to this initial instructional principle, a teacher who is responsible for promoting any of the competencies should master these skill descriptions. For example, the initial skill description in reading deals with the student's ability to comprehend the main idea of paragraphs. A teacher who has an obligation to promote that competency should carefully read the skill description to detect all of the major points and nuances associated with the assessment of the competency.

. Task Description. The first principle was intended to increase the teacher's readiness to teach. The second principle attempts to increase the student's readiness to learn. Essentially, the task description principle lets the student in on what the competencies are and why, from the student's perspective, they should be acquired.

TASK DESCRIPTION: A teacher should communicate the nature of a competency to students early in an instructional sequence.

There is a good deal of experimental evidence to support the contention that if students understand what skill they are supposed to acquire, they have a better chance of acquiring that skill. Many hours of instruction are wasted in schools while students grope needlessly for an idea of what it is that a teacher is attempting to promote. This second instructional principle directs teachers to let their students know at the outset of an instructional sequence dealing with a particular competency, just what that competency is. In addition, if the instructional sequence is a long one, the teacher may occasionally have to remind the students of the nature of the competency being sought, just so their expectations remain clear.

In most instructional applications of this powerful principle, it is wise not only to let the pupils know what the teacher's expectations are, but also why those expectations are defensible. In other words, instead of merely letting the students know what the competency is, a skilled teacher will also let the students know why they should invest their energy in an attempt to accomplish that objective.

- Appropriate Practice. One of the most potent instructional principles derived from research on learning deals with providing appropriate practice opportunities for the student. This principle, sometimes referred to as "time on task," simply indicates that during an instructional sequence the student must be given practice opportunities that coincide with the nature of the skill being sought.

> APPROPRIATE PRACTICE: Students should be given ample opportunities to practice the skill embodied in a competency.

A number of large-scale research investigations have recently confirmed the commonsensical notion that "practice makes perfect." Although teachers often provide practice opportunities for their students, sometimes these practice activities fail to coincide exactly with the particular competency that the teacher is attempting to promote. Often the practice opportunities are a bit off-line because the teacher lacks clarity regarding the competency being promoted. Such errors can typically be avoided if the teacher adheres to the principle of competency comprehension.

During an instructional sequence, teachers should make certain that their students have plenty of practice opportunities of the sort called for by the TABS tests. The provision of such practice opportunities is not "teaching to the test," rather, it is "teaching the skill." To master the TABS objectives, Texas youngsters will need plenty of on-target practice.

A corollary rule for the appropriate practice principle is that students need to be informed of the adequacy of their practice efforts. Provision must be made, therefore, to supply them with knowledge of results (preferably as soon as possible) regarding their responses during practice.

For a student to master successfully the practice exercises provided during an instructional sequence, it will usually be necessary for a teacher also to give students practice in any subskills (or enabling skills) that must be mastered prior to successfully practicing the skill embodied in the competency. This often obliges teachers to engage in a form of task analysis to discern what enabling skills their students must master. To aid in the isolation of these subskills, the instructional analyses presented for each skill include an isolation of key subskills.

- Progress Monitoring. In spite of teachers' efforts, some students do not learn as rapidly as others. As a consequence, this fourth instructional principle urges teachers to attend to the differential progress being made by their students.

> PROGRESS MONITORING: Students' progress toward competency mastery should be periodically monitored so that additional instruction can be provided for those making inadequate progress.

Students who are making inadequate progress toward mastery of a competency need to be given additional assistance if they are to have any reasonable chance of mastering the competency. In adhering to this instructional principle, teachers must install periodic assessment schemes so that they can identify those students who need extra help.

One technique for carrying out the progress-monitoring principle is to employ brief practice exercises designed to be similar to the TABS tests. Practice items can be readily constructed (possibly in collaboration with other teachers) by using the example test items and skill descriptions. By seeing whether students can achieve the necessary level of mastery on such practice exercises, a teacher can decide which students need more help.

While the above principles are applicable to almost any kind of instruction intended to accomplish specific outcomes, they are particularly relevant to the promotion of clearly defined competencies. More so than most programs in the United States, the TABS program has explicated the skill descriptions for its objectives with great care. As a consequence, application of these four instructional principles will lead to even more instructional dividends than would otherwise be the case.

MATHEMATICS SKILLS

INTRODUCTION TO THE MATHEMATICS SKILLS

The development of the TABS test in mathematics at Grade 3 led to the isolation of 10 objectives. These 10 objectives, as defined by TEA, represent the essential but certainly not all-encompassing skills that a third grade student should acquire and demonstrate mastery of during the course of instruction.

The topics of the 10 mathematics objectives are:

Reading and Writing Whole Numbers
Ordering Numbers
Addition
Subtraction
Solving Word Problems Using Addition or Subtraction
Number Patterns
Multiplication
Fractional Parts
Money
Measurement

The following skill descriptions and example test items indicate the nature of the measured objectives. From the skill descriptions, teachers will be able to gauge the level of difficulty and scope of content embodied in each objective, and thereby provide on-target instruction for their students.

It is important to bear in mind, however, that the objectives represent the culmination of one or more enroute subskills and, as such, represent the end product of several previously acquired fundamental skills and concepts.

Accordingly, each skill description is followed by a list of enabling subskills that students must acquire if they are to demonstrate competence at the final (objective) level. The list of subskills represents the efforts of Texas mathematics educators to enumerate the necessary and sufficient enroute skills that students should achieve prior to mastery of the stated objective. Each list starts with the most basic subskills and continues to the more advanced or specialized skills. By isolating and organizing the subskills in this priority sequence, the teacher may more readily identify areas of learning in which a student is deficient. Far more informative than a general remark such as "Johnny can't add large numbers" would be a subskill-relative statement such as "Johnny has difficulty with the concept of place value."

Remedial instruction can be targeted at the subskill level where a student demonstrates inadequate comprehension, rather than at the objective level. In this manner, it is hoped that the student will spend less time in repetitive practicing of the end task (objective) as a way of correcting deficiencies but, rather, will acquire in logical sequence the concepts that are sufficient and essential to understanding and mastering the final skill.

This does not mean, however, that time should not be spent in practicing the terminal objective. Such practice, however, should not proceed in an intellectual vacuum in which students are drilled in the same subject matter without an inkling of the "whys" or "wherefores" of what they are doing.

Each instructional analysis concludes with a section entitled Ideas for Teaching. Contained here are some possible activities teachers may wish to use in promoting student mastery of the TABS objectives.

MATHEMATICS SKILLS DESCRIPTIONS

READING AND WRITING WHOLE NUMBERS

OVERVIEW

This skill requires the student to read a number in either numerical or word form and select from four choices the alternate form for that number.

EXAMPLE OF A TEST ITEM

Directions: Choose the number that is the same as the word name in the box.

three hundred fifteen

○ 315

○ 350

○ 351

○ 3,015

DESCRIPTION OF TEST QUESTION

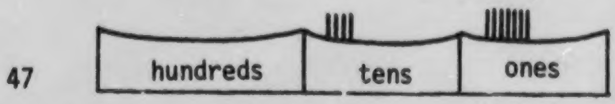
1. A boxed number will be presented. The box will contain a whole number from 0 to 9,999 in either numerical or word form.
2. If the word form of a number is presented, the boxed number will be preceded by the directive, "Choose the number that is the same as the word name in the box."
3. If the numerical form of a number is presented, the boxed number will be preceded by the directive, "Choose the word name that is the same as the number in the box."

ENABLING SUBSKILLS

1. place value
2. reading and writing numerals and verbal forms of numbers

IDEAS FOR TEACHING

1. The student may place strips of paper or ice cream sticks in a pocket chart to show the value of digits in a given number.



2. Show students numerals in a place value chart and have them indicate the value.

tens	ones
3	4

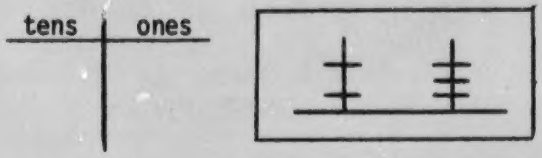
"3 tens and 4 ones"

Give students numbers and have them indicate the value:
58 "5 tens and 8 ones"

3. Using two pocket charts, students may be shown 46 red strips in one chart and 23 blue strips in the other. Ask the student to look only at the strips in the tens pocket and state whether there are more red or more blue strips. After students have identified that there are more red than blue strips, ask them to compare the ones. Have students compare tens and ones from many examples to emphasize that tens determine the larger number.

   Show students two numerals and have them compare them as the number of tens and ones.

4. Cards with abacus pictures representing specific numbers are drawn from a box by students and the number named.



2 tens and 3 ones

20 + 3

Expanded form

5. Have each student make two sets of 3 x 4 flash cards with the numerals 0-9. Manila paper may be used for these cards. Then have each student construct a pocket chart from a piece of construction paper as shown below.

thousands	hundreds	tens	ones

Dictate numbers such as 3,462 and have students illustrate on their charts, then write the numeral in expanded form.

NOTE: Although construction of these materials may take an entire class period, they can be used over and over, so are well worth the investment in time.

6. Cards with numerals, hundreds, tens, ones, and the plus sign may be placed on the table. Students may pick up the cards and place them together to show a given number.

3	hundreds	+	7	tens	+	5

300 + 70 + 5
3 x 100 + 7 x 10 + 5

375

7. Organize the class into teams of five students each; line teams up at the board as for relay. Hold up a card with expanded form of a number written on it. The first child to write the short form number gets the point for the team.

8. Write three- and four-digit numerals randomly on cards. Students may work in pairs or teams. One child draws a card and reads the numeral. The next child writes that number.

9. Make a game board with different numerals in each square. A student throws a die and moves that number of spaces. If the student can read the number correctly, he or she can remain there. If not, he or she moves back. You could make the game more interesting by writing an interesting fact about each number. Ex: Mt. Ranier is 4,290 feet high. There are 1,440 seconds in one day.

ORDERING NUMBERS

OVERVIEW

This skill requires the student to choose which of four sets of numbers is arranged in ascending or descending order.

EXAMPLE OF A TEST ITEM

Which group of numbers is placed in order from least to greatest?

○ 121 131 128	○ 135 152 166
○ 172 149 154	○ 194 198 189

DESCRIPTION OF A TEST QUESTION

1. A test question will state: "Which group of numbers is placed in order from (least to greatest/greatest to least)?"

ENABLING SUBSKILLS

1. counting
2. place value
3. ordering (greater than, less than)

IDEAS FOR TEACHING

1. Give students several numeral cards and have them sequence the cards to indicate values from the greatest to least and least to greatest.
2. Students may use finger plays, rhymes, and songs to practice rote counting. Have students practice counting while standing in line to go to lunch or while waiting several minutes for the dismissal bell to ring.
3. Using a number line, the student may determine between which two tens a number will be placed and to which it is nearer. Number lines of multiples of tens, hundreds, and thousands may be used to extend the concept. (Attention should be given to the round-off procedure for numbers halfway between.)

4. Print each member of a sequence of numbers (counting by one) on a separate slip of paper. There should be exactly as many numbers as students present. Also, print the words "greatest" and "least" at opposite ends of the chalkboard. Ask the students one at a time to draw a slip at random and position themselves in front of the board. The first student may initially stand anywhere. Subsequent students are to arrange themselves to form a line with their numbers in the sequential order indicated on the board. When students become proficient at ordering themselves, random sets of numbers may be used.

ADDITION

OVERVIEW

This skill requires the student to find the sum of two or three one- to three-digit numbers, with or without regrouping.

EXAMPLE OF A TEST ITEM

Directions: Add:

$$\begin{array}{r} 327 \\ 23 \\ +\ 14 \\ \hline \end{array}$$

○ 350

○ 354

○ 364

○ 464

DESCRIPTION OF TEST QUESTION

1. A nonverbal addition problem will be presented in vertical format. The addends will be whole numbers from 0 to 999. A problem will contain two or three addends and require no more than one instance of regrouping.
2. In problems with three addends, at least one addend will have fewer than three digits.

ENABLING SUBSKILLS

1. counting (forward and backward)
2. grouping (by twos, threes, fours, fives, and tens)
3. place value
4. ordering
5. number line relationship
6. joining and separating (concrete materials)
7. addition algorithm
8. families of facts

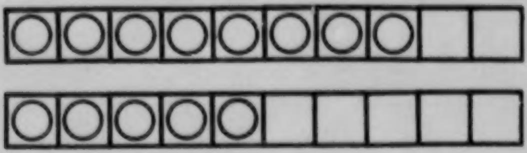
IDEAS FOR TEACHING

1. Illustrate the addition of 253 + 481 on the abacus or place value chart as follows:

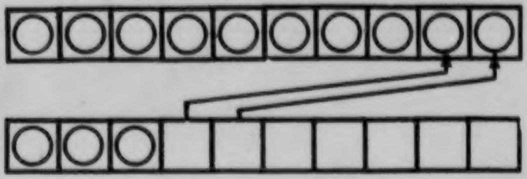
    a. Show 253 on the abacus.
    b. Put one more disc on the ones' rod, eight more on the tens' rod, and four more on the hundreds' rod.
    c. Remove 10 discs from the tens' rod and put one more disc on the hundreds' rod.

    Now you have 4 ones, 3 tens, and 7 hundreds. Have the children do some similar exercises on the place value chart or abacus. Have them do the same exercises without the aids.

2. After dealing with combinations of 10, students are led to "make a 10" in determining the sum (greater than 10) of pairs of numbers each less than 10.



$8 + 5 =$ ____



$8 + (2 + 3)$

$(8 + 2) + 3$

$10 \quad + 3 = 13$

Use many different activities to teach students the addition combinations. Have students master the combinations to 10 and to 18.

SUBTRACTION

OVERVIEW

This skill requires the student to find the difference between two one- to three-digit numbers, with or without regrouping.

EXAMPLE OF A TEST ITEM

Directions: Subtract.

$$\begin{array}{r} 304 \\ -\ 92 \\ \hline \end{array}$$

○ 202

○ 212

○ 216

○ 396

DESCRIPTION OF TEST QUESTION

1. A nonverbal subtraction problem will be presented in vertical format. The numbers will be whole numbers from 0 to 99.

2. A problem may require no more than one instance of regrouping.

ENABLING SUBSKILLS

1. counting (forward and backward)
2. grouping (by twos, threes, fours, fives, and tens)
3. place value
4. ordering
5. number line relationship
6. joining and separating (concrete materials)
7. subtraction algorithm
8. families of facts

IDEAS FOR TEACHING

1. Using an abacus or place value chart,

    Step 1 - Show 54 on the abacus.
    Step 2 - Since you cannot take nine discs from four discs, exchange 1 ten for 10 ones.
    Step 3 - Take 9 ones from 14 ones, 3 tens from 4 tens.
    Step 4 - Check that you have 1 ten and 5 ones.

2. Relay Review Game: Prepare two groups of 20 cards showing subtraction problems. Place them face down on the table. Direct the class into two groups. At your signal the leader of the groups should advance to the table, draw a card, then race to the board and write his or her problem and the notation to show grouping. If the student is correct, nod your head. The student should then pass the chalk to his or her teammate and kneel at the end of the line. If the student is incorrect, shake your head "No," and let the student correct it if he or she can.

3. Using sets of (6, 10, 18) blocks or counters representing the total number, students may write subtraction combinations to illustrate the remainder when a part of the set is removed. Have students master the combinations to 10.

    Use many different kinds of activities to teach students the subtraction combinations.

SOLVING WORD PROBLEMS USING ADDITION AND SUBTRACTION

OVERVIEW

The skill requires the student to read a word problem of three or four sentences and perform a single addition or subtraction operation.

EXAMPLE OF A TEST ITEM

Directions: Solve.

John is 12 years old. His father is 37 years old. How much older is John's father?

○ 25 years

○ 29 years

○ 37 years

○ 59 years

DESCRIPTION OF TEST QUESTION

1. A word problem will be presented, requiring a single operation of addition or subtraction.
2. All numbers in a problem will be whole numbers from 1 to 99. Money will be given as "¢" or "cents."
3. An addition problem may have up to three addends.
4. A problem may require no more than one regrouping.
5. A problem will consist of three or four sentences with the total number of words fewer than or equal to 30. Vocabulary will be limited to a second grade level.
6. No irrelevant information or numbers will appear in the problem.

ENABLING SUBSKILLS

1. vocabulary
2. reading for understanding
3. determining whether there is enough information
4. determining the question

5. selecting the operation
6. modeling
7. addition and subtraction subskills
8. setting up a way of solving the problem
9. problem-solving skills

IDEAS FOR TEACHING

1. Make up problems to state orally to students. Decide what information is given and what is asked. Write the equation for solving the problems. Determine the answer. Example: (orally) Iris has two pennies, and Pat has a nickel. How much do they have together?

What information is given?	Iris--2 pennies Pat--1 nickel
What is asked?	How much do they have altogether?
How do we solve the problem?	2 pennies--2¢ 1 nickel--5¢

2¢ + 5¢ = 7¢

2. Make up word problems without numbers (e.g., Paul had some books. Mary had some books, also. How many books did they have in all?) Write such a problem on the board. Ask the students to decide what information is needed to answer the question and what method (operation) they would use to solve the problem. Then have the students select numbers to complete the problem and solve it. The students can also be given individual practice exercises of this type.

3. Have students act out word problems for the class. Make up or select from textbooks problems that involve objects in the classroom and actions that can be readily acted out. Have the appropriate number of students form a group for each problem and prepare to present it to the class. After each group presents a problem, ask one of the students in the audience to verbalize what he or she saw. Compare it with the original problem. Decide what operation was needed to solve the problem and how it relates to the main action of the problem. List these actions and their appropriate operations.

NUMBER PATTERNS

OVERVIEW

This skill requires the student to continue a number pattern involving multiples of two, three, four, five, and ten.

EXAMPLE OF A TEST ITEM

Directions: Complete the pattern.

20, 30, 40, __, __, __

What numbers go in the next three spaces?

○ 42, 44, 46

○ 60, 70, 80

○ 50, 60, 70

○ 45, 50, 55

DESCRIPTION OF TEST QUESTION

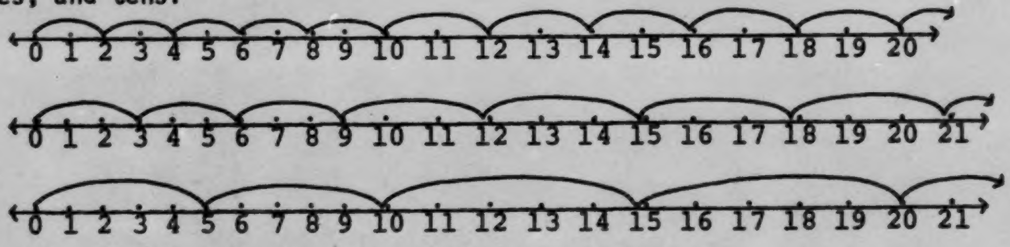
1. A series of three numbers followed by three blank spaces will appear in a box. The numbers will be whole numbers from 0 to 100.
2. The three numbers that appear in the box will be consecutive multiples of two, three, four, five, or ten placed in ascending order.

ENABLING SUBSKILL

Counting by twos, threes, fours, fives, and tens.

IDEAS FOR TEACHING

1. Have students follow a number line to count by twos, threes, fives, and tens.


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

2. Students may be given objects, such as beans, to arrange into sets of twos. Have them count the number of members in the sets, saying aloud only the number when a set is counted--two, four, six, eight, ten . . . . Stress is placed on counting by two rather than on counting each individual bean. This may be repeated for threes, fives, and tens.

3. Introduce the number line concept of skip-counting using either cardboard or chalkboard.

   Give each student a mimeographed copy of a hundreds chart as illustrated:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

   Have students point to numerals on the chart as they skip count orally.

MULTIPLICATION

OVERVIEW

This skill requires the student to find the product of two one-digit numbers with one factor less than six.

EXAMPLE OF A TEST ITEM

Directions: Multiply.

$$\begin{array}{r} 9 \\ \times\ 5 \\ \hline \end{array}$$

○ 14

○ 45

○ 54

○ 95

DESCRIPTION OF TEST QUESTION

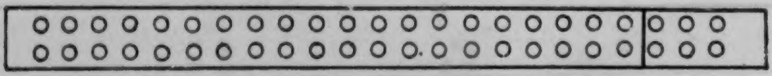
1. A nonverbal multiplication problem will be presented in vertical or horizontal format.
2. The numbers will be whole numbers from zero to nine. One factor will be less than six.

ENABLING SUBSKILLS

1. counting (forward and backward)
2. grouping (by twos, threes, fours, fives, tens)
3. place value
4. ordering
5. number line relationship
6. joining and separating (concrete materials)
7. family of facts

IDEAS FOR TEACHING

1. Draw an array of discs having two rows with 23 discs in each row. Ask how many rows there are. Ask what multiplication combination this illustrates (2 x 23). Have a child rename 23 as 20 + 3. Now show the children that another way of writing the problem 2 x 23 is 2 x (20 + 3). Show by a line on the array of discs.

   Show that the equation can also be written (2 x 20) + (2 x 3). Have a student come to the board to solve the problem.

2. Give each student several boxes and a large supply of small objects such as beans. Have each student put a given number of beans into each of a specified number of boxes and then determine the total number of beans. At first, the students can be given explicit oral instructions. Later, they may simply be given a multiplication problem and asked to represent it.

3. Make bingo cards with multiplication products on them. Draw multiplication flash cards at random and show them to the class. Students mark the appropriate product on their cards. The first student to complete a row in any direction wins.

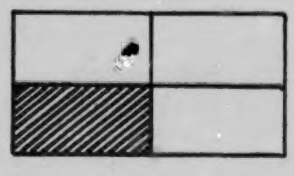
FRACTIONAL PARTS

OVERVIEW

This skill requires the student to identify what part of a figure is shaded, using halves, thirds, or fourths.

EXAMPLE OF A TEST ITEM

What part of the rectangle is shaded?



○ $\frac{1}{4}$

○ $\frac{1}{3}$

○ $\frac{1}{2}$

○ $\frac{3}{4}$

DESCRIPTION OF TEST QUESTION

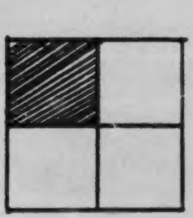
A common geometric figure will be presented. The figure will be divided into two to four identical parts. One part will be shaded.

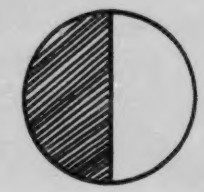
ENABLING SUBSKILLS

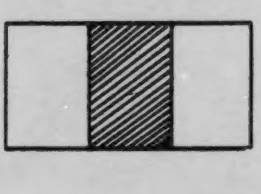
1. identifying part and whole using concrete objects
2. interpreting symbols

IDEAS FOR TEACHING

1. Show students models divided into parts and have students identify what part of the model is shaded.







2. The student may be given circular or rectangular regions and be asked to fold them so that there are two parts that match. The student may be asked to fold another circular or rectangular region so that there are four equivalent parts. The student may be given sets of objects such as a set of 12 beans and be asked to separate them into two parts so that there is the same number of beans in each set.

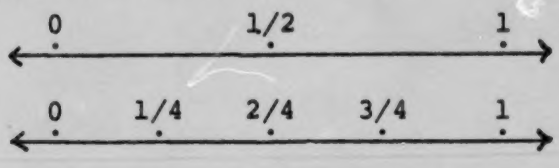
3. The student may be presented with rectangular regions and then with parts of the region as suggested below.

4. The student may be asked to write the relationship of the smaller part to the whole.

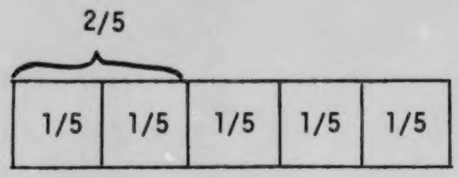
5. The student may be shown a set of six blocks--four red ones and two blue ones. She or he may be asked questions such as, "The red blocks make up what part of the set?" (4/6) "How about the blue?" (2/6)

6. The student may be given two congruent rectangular regions, one of which is shaded to show one-third and one of which is shaded to show two-sixths. He or she may cut out the shaded parts and show by superimposition that the parts are equivalent regardless of the name that the parts are given. The activity should be repeated using different fractions.

7. The student may use devices, such as fraction charts or the number line, to indicate that there are different names for equivalent fractions. An example is given below.



8. Using two-color models made with connecting cubes, students may write the fraction to describe an indicated part.

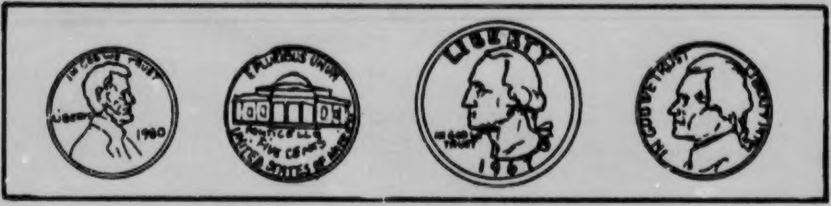


MONEY

OVERVIEW

This skill requires the student to state the value (up to $5.00) of a given set of coins and bills.

EXAMPLE OF A TEST ITEM



How much money is this?

○ $ .31

○ $ .36

○ $ .41

○ $ .45

DESCRIPTION OF TEST QUESTION

1. A set of five or fewer coins and/or dollar bills will appear in a box. The total value will not exceed $5.00.
2. The eligible monies are quarters, nickels, dimes, pennies, and dollar bills. Either side of a coin or bill may be shown.

ENABLING SUBSKILLS

1. identifying coins and $1 bills (both sides) by name
2. recording value of coins and $1 bills (both sides) in cents and in decimal notation
3. counting money

IDEAS FOR TEACHING

1. Display a set of play money coins. Have students show a set of the same coins and tell the value. Have students show sets of different coins that have the same value.

2. Review the various ways in which money values are recorded. Emphasize the use of the dollar sign and decimal point in relation to vertical numerals.

3. Review the idea that a nickel may be matched to five pennies and a dime to 10 pennies. Use real coins. Now extend this matching by asking if anyone knows how many pennies match a quarter, a half-dollar, and a dollar. Discuss the answers and show that the value of a quarter may be written as 25¢, the value of a half-dollar as 50¢, and the value of one dollar as $1.00. Thus the value of a coin is expressed as the number of cents to which it is equivalent.

4. Play a coin game by having one student in the class give a list of names of coins and another student the value in cents; for example, one student might say, "One dime, one nickel, two pennies." He or she would then call on someone to give the value in cents--17¢.

5. Let the children set up a play bank. Have five children be tellers. The rest of the group brings money to the bank to be changed. The teller must be able to give the correct change. The customer must be sure he or she is getting the right change.

6. Cut twenty 4" x 4" squares of tagboard. On each card, draw (or cut from a magazine and paste) a picture of a toy, pet, etc. By each object write its price, suiting the price amounts to the ability level of your group. Introduction (show one card to the group):

   "Here is a rabbit. How much does it cost, Lenora? Yes, 45¢. If you were to buy this rabbit, what coins could you give the storekeeper? Yes, you could give a quarter and two dimes. Can anyone think of another combination of coins you could use? Yes, four dimes and a nickel."

7. Play the game "How Much Change?" Cut out twenty 3" x 3" tagboard cards. On the front of each card draw, or cut from magazines and paste, pictures of toys appealing to children at this grade level. By each toy, list its price. Under this, draw and label several coins whose total is more than the price of the toy pictured.

   On the back of each card, write the amount of change received if those coins were used to purchase the pictured toy.

8. Three coins (play money) are drawn from a bag of coins by a student who tells the group what coins have been drawn. The student who correctly identifies the amount draws the next set of coins.

9. Students given sets of play money may find a different set of coins with the same value. Later, this may be carried out with pictures, then symbols.

10. Students may be given quantities of play money and may state the amount they have been given in a form similar to the following: $.50, $1.25. Later, they need not be given the play money but rather illustrated or verbal descriptions of the quantity.

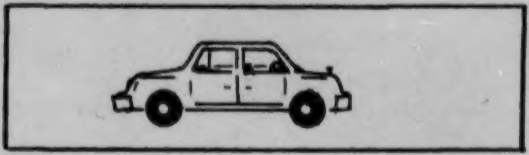
11. Provide each group of students with a grocery store ad, a shopping list, and a bag of coins. When the "shopping" is completed, each team reports the amount spent and amount remaining.

MEASUREMENT

OVERVIEW

This skill requires the student to find the most appropriate unit for measuring the displayed quantity.

EXAMPLE OF A TEST ITEM



The length of a car would be given in:

- ○ miles
- ○ feet
- ○ pounds
- ○ minutes

DESCRIPTION OF TEST QUESTION

A picture of a familiar object will appear in a box. The picture will be followed by a sentence that indicates which physical property associated with the object is to be measured.

ENABLING SUBSKILLS

1. concept of weight, length, time
2. comparing weights, lengths, time
3. estimating weight, length, time
4. identifying units (standard vocabulary)
5. measuring objects (with nonstandard and standard--metric and customary units)
6. choosing appropriate unit

36

IDEAS FOR TEACHING

Metric	Customary			
meters (kilo and centi)	inches	pint	ounces	minutes
liters	feet	quart	pounds	hours
grams (kilo)	yards	gallon		days
	mile			month
				year

1. Have students use their pencils to determine how long their mathematics books are. Note that some will be "a little over a pencil long." Others may be "three pencils long," depending on the length of each student's pencil.

   Have students use their hands, fingers held tightly together, to measure their tablets. Note that some tablets are "four hands wide," "a little more than three hands wide," etc. Talk about why there were different measurements given when the books and tablets were the same size. Have one student take his or her pencil and measure several other students' books. Note that now the numbers used to describe the measurements are the same since the same instrument was used to measure each. Talk about the need for using the same instrument (a standard unit) to communicate relative lengths.

2. Students may be asked to find the measure of the length of objects in the classroom using the U.S. customary system.

3. Use a balance scale and measure the mass of students' pencils, boxes of crayons, a chalkboard eraser, etc.

4. Students may be asked to find the volume of liquid or beans needed to fill given containers by actually filling the containers. They may then measure the liquid or beans by pouring them into unit containers.

TABS

READING SKILLS

INTRODUCTION TO THE READING SKILLS

There are eight TABS third-grade reading objectives. The topics of these objectives are:

Main Idea
Details
Sequence of Events
Following Directions
Phonic Analysis
Contextual Analysis
Structural Analysis
Sight Recognition

Each reading objective's skill description consists of (1) a brief overview of the objective, (2) an example of a test item that could be used to measure the objective, (3) a description of test question, that is, the stimulus section of the test item, (4) a description of answer choices, that is, the response options accompanying the test question, and (5) an answer choice analysis for the example test item, that is, an explanation of why the answer options to the example test item are correct or incorrect. After reading an objective's skill description, a teacher should understand more completely what is reflected in that objective at least insofar as it is to be assessed in the TABS program.

An instructional analysis for each reading objective follows the skill description for that objective. The instructional analyses in reading consist of two sections. First, key subskills for an objective are isolated. Second, a set of possible teaching activities is presented.

The key subskills consist of enabling skills that instructional analysts believe would be helpful in a pupil's mastery of the objective. While evidence from instructional research makes it clear that different pupils can master different subskills, yet attain the identical objective, the key subskills listed with each reading objective will serve to remind teachers of possible enabling skills that they may wish to consider as they organize their instructional plans for particular objectives.

In the same vein, the instructional activities accompanying each objective are provided as possibilities, not prescriptions. For each objective a range of possibilities has been provided, dealing both with subskills and with the objective itself, to stimulate a teacher's consideration of eligible instructional approaches.

Most experienced teachers will have already devised strategies for teaching many of the TABS objectives. It is important to note, however, that if the objectives as defined herein differ from the teacher's typical way of defining the objective, then modified teaching strategies may be required.

As defined for TABS, the main idea skill calls for students to select a sentence that restates or paraphrases a paragraph's explicitly stated main idea sentence or to choose the best title. Teachers who merely require their pupils to entitle paragraphs will not be providing them with appropriate practice for the objective as it is measured by the TABS test.

Teachers will typically wish to consider the virtues of providing appropriate practice not only for the objective itself, as illustrated by each objective's example test item but also for the key subskills associated with that objective. It is for this reason that suggestions for possible teaching activities have been provided for both the objective itself and for the key subskills.

The available instructional materials that teachers will have on hand for use with these objectives must be considered. Merely because a textbook series appears to cover a particular TABS objective is no guarantee that the material in the text coincides with the objective as defined herein. For instance, one of the TABS third grade reading objectives deals with sequence of events. Now there are many different ways of measuring whether a student can read a passage and understand the sequence in which the described events occurs. If the teacher's textbooks coincide with the TABS testing procedure, or are reasonably close to that testing approach, no need for textbook modification arises. But if the text is substantially off-target with respect to the TABS measurement strategy, then modifications or additional materials will be needed.

Since teachers throughout the state of Texas, and certainly within a given school district, will be pursuing identical objectives, this provides an excellent opportunity for sharing of materials, teaching strategies, etc.

READING SKILLS DESCRIPTIONS

MAIN IDEA

OVERVIEW

This skill requires the student to read a brief paragraph and then select from four statements the one that best presents the paragraph's main idea. To make this objective more readily teachable, an attempt has been made to base all appropriate main idea statements on the two key criteria of accuracy and appropriate scope. All wrong answer choices in the test items arise from inaccuracies or inappropriateness of scope. The correct answer is always both accurate and appropriate in its scope.

EXAMPLE OF A TEST ITEM

Directions: Read the story in the box. Answer the question after it.

> One day Uncle Pete fixed the engine in our car. He fixed a broken red table, too. The broken table came from my room. Uncle Pete was able to fix many things. He even fixed the broken glass on my picture.

What is the main idea?

○ Uncle Pete was able to fix many things.

○ The broken table came from my room.

○ Uncle Pete is a very tall man.

○ The glass on my picture is still broken.

DESCRIPTION OF TEST QUESTION

1. A boxed paragraph of 35-60 words will be presented. The paragraph will develop one main idea. This main idea will be explicitly stated in a single sentence that may appear anywhere in the paragraph. All other sentences in the selection will contain supporting details.
2. All the words in a paragraph will be taken from the first, second, or third grade vocabulary of the IOX Basic Skills Word List. (See Appendix, page 101.)

DESCRIPTION OF ANSWER CHOICES

1. Four statements of possible main ideas will follow a reading selecti. These statements will be either a sentence taken directly from the reading selection or a sentence plausibly related to the selection.

2. The correct answer will be a main idea statement that is both accurate and of the appropriate scope. This statement will either directly restate or paraphrase the selection's main idea sentence.

   a. A statement that is accurate contains information that is supported by the selection.

   b. A statement that is of the appropriate scope encompasses all of the most important details contained in the selection.

3. The incorrect answers will be either inaccurate or too narrow in scope.

   a. A statement is inaccurate if it is:

      (1) Contradicted by information in the selection. Something stated in the selection makes this answer choice untrue.

      (2) Unsupported by information in the selection. There is no information in the selection that can be used to determine whether this answer choice is true or not.

   b. A statement is too narrow in scope if it does not encompass all of the important details contained in the selection. This answer choice will be based on a supporting detail sentence in the selection. The answer choice will either directly restate or paraphrase this detail sentence.

4. The three incorrect answers for a selection will include two statements that are inaccurate and one that is too narrow in scope.

5. All the words in the answer choices will be taken from the first, second, and third grade vocabulary of the IOX Basic Skills Word List.

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first choice is correct. It directly restates the fourth sentence of the selection, which is the paragraph's main idea sentence.

2. The second choice is too narrow in scope. It directly restates a supporting detail sentence from the selection.

3. The third choice is inaccurate. It is unsupported by the selection.

4. The fourth choice is inaccurate. It is contradicted by information in the selection.

INSTRUCTIONAL ANALYSIS

KEY SUBSKILLS

Identification of Significant Details. The student can determine the important details in a selection. These details often appear in a position of emphasis, such as the beginning or end of a selection, or are repeated within the selection.

Determination of Accuracy. The student can determine whether a potential main idea statement is accurate according to the information contained in a reading selection. If a statement is either contradicted or unsupported by information in the selection, it is inaccurate. Because a correct main idea statement may be paraphrased, students mastering this subskill can discern the accuracy of paraphrases. An inaccurate paraphrase would be one that was contradicted by details in the reading selection.

Determination of Appropriate Scope. The student can determine whether a potential main idea statement is general enough to reflect all of a selection's major points. If a statement focuses on only some of the selection's major points, it does not possess appropriate scope.

POSSIBLE TEACHING ACTIVITIES

Pair-a-phrase. To give students practice in judging the accuracy of paraphrased sentences, the teacher can supply a sentence similar to the main idea statements that might be found in paragraphs. Each student can then develop one accurate paraphrase of the teacher-supplied statement and one inaccurate paraphrase. These "pairs-of-phrases" can then be exchanged so that students can practice discriminating between accurate and inaccurate paraphrases. Some examples can be put on the board and discussed by the entire class.

This activity, most directly related to the subskill of accuracy determination, would characteristically be employed following a teacher's explanation of paraphrasing. In particular, teachers will wish to help students understand the difference between accurate and inaccurate paraphrases.

Major Points and General Confusion. To help students realize the importance of isolating a message's major points, students can be given teacher-constructed "reconnaissance reports" written by a fictitious Major Peter Points to an equally fictitious General Clyde Confusion. Some of the elements in the reports will be major (for example, "there are 200 tanks") and some will be irrelevant (for example, "my mother's uncle is named Mortimer"). Students typically enjoy sorting out major from irrelevant points in such reports. The activity is aimed at promoting the subskill calling for students to identify important details in a reading selection.

Skimping on Scope. Students can be given paragraphs, then asked to create main idea statements that are deliberately designed to be too narrow in their scope, that is, "don't tell enough about the paragraph." Focused on the subskill of determining appropriate scope, this activity is intended to sensitize students to statements that are too narrow to encompass satisfactorily a paragraph's major points.

What's the Main Idea? One of the most effective forms of appropriate practice requires students to complete practice exercises similar to those that they will encounter in the TABS tests. Provision of such practice exercises, as an in-class activity or as homework, should be followed by subsequent analyses of why all answer choices are correct or incorrect.

Original Main Idea Statements. Students can be given a paragraph with a main idea that may or may not be stated explicitly. Students can then be asked to generate their own versions of a main idea statement for that paragraph. These statements should subsequently be criticized by the teacher and the class to judge their acceptability on the basis of accuracy and appropriate scope. This type of activity, closely allied but not identical to the skill being tested, provides a useful form of analogous practice. A secondary insight that students should gain from this activity is that there is no "one single way" to accurately formulate a main idea statement for a paragraph.

DETAILS

OVERVIEW

This skill requires the student to read a brief selection followed by a question about a specific detail in that selection. The student then selects from four alternatives the detail that is asked for by the question. All four alternatives will be details taken directly from the reading selection. Students will need to read the passage carefully and accurately to locate the correct answer to the question asked.

EXAMPLE OF A TEST ITEM

Directions: Read the story in the box. Answer the question after it.

A ROSE

Have you seen a rose? A rose is a flower. It grows on a bush. A rose can be red, white, yellow, or pink. Some people plant roses in their gardens. Other people buy roses and keep them in water. Some people look for wild roses in the woods. And some people name their little girls Rose.

Where do some people plant roses?

- ○ in the woods
- ○ in their gardens
- ○ in water
- ○ on a bush

DESCRIPTION OF TEST QUESTION

1. A boxed and titled reading selection followed by a question will be presented. This selection will be 35-60 words long and contain explicit details that develop a single topic.

2. All the words in the paragraph will be taken from the first, second, and third grade vocabulary of the IOX Basic Skills Word List.

3. The reading selection will be followed by a question about a specific detail it contains. The question will begin with one of the following words or phrases: "who," "what," "where," "when," "how many," or "how much."

DESCRIPTION OF ANSWER CHOICES

1. Four answer choices will follow each selection. Each answer choice will be a word, phrase, or clause directly restated from the selection.

2. The correct answer choice will be the detail from the selection that is asked for by the question.

3. Incorrect answers will be details from the selection that are plausible but inaccurate responses to the question.

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first, third, and fourth choices are incorrect. Each of these choices is a detail from the selection that is a plausible but inaccurate response to the question.

2. The second choice is correct. It is the detail from the selection that is asked for by the question.

INSTRUCTIONAL ANALYSIS

KEY SUBSKILLS

Comprehension of Question Words. The student understands the meaning of the question words "who," "what," "where," "when," "how many," and "how much." This includes the ability to recognize the type of information asked for by each word. "Who," for example, asks for the name of someone or something, while "when" asks for a time or a date.

Location of Information. The student can match the key words in a question with those same words in a reading selection, thus isolating the answer to the question.

POSSIBLE TEACHING ACTIVITIES

Add a Clue. To give students practice in using question words and recognizing the type of information each question calls for, the class can compose a detective story. The teacher begins the story by asking a question that starts with one of the question words eligible for testing. Such a question might ask, "Who lost a cat?" A student answers with appropriate information, for example, "The boy down the street." Then another student continues the story by asking a second question, for example, "Where did he look for his cat?" Students take turns posing questions and answering them until the story is completed. Students might be allowed to give the wrong kind of answer to a question, to see if the class notices the error. In answer to the question, "Where did he look?", for example, a student could answer, "Sunday."

Word Hunt. To help students learn to locate information in a reading selection, prepare sets of short passages. Each passage should be followed by several sentences taken directly from the selection. One or more words should be omitted from each sentence and blanks left in their places. Have students read each passage and then fill in the blanks in the sentences that follow. Students might enjoy progressively more difficult versions of this activity. At first, only one or two words might be omitted from each sentence, while later on there might be four or five different words left out.

Answer Time. Have students read short selections they are given, then have them make up one or more questions about the details in each selection. They can then read their questions aloud and select a classmate to answer each one. Points can be awarded for answering the most questions correctly or for making up questions that stump the rest of the class. This activity provides practice in locating the answers to questions about the details in a reading selection.

Story Fill-Ins. As a way to vary the opportunities students have to practice this skill, distribute reading selections followed by a set of details taken from the selection. Students read the selections and then compose a question for each detail they are given. If students work with different reading selections, they can exchange their papers and see if they can answer each other's questions.

SEQUENCE OF EVENTS

OVERVIEW

To comprehend a reading selection, it is often necessary to determine the sequence in which a series of events occurs. A competent reader can establish such a sequence even when some events are treated out of their correct order. This TABS objective lays the preliminary groundwork for sequencing as a reading skill by determining whether students can comprehend selections in which events are narrated in sequential order.

This skill as tested requires the students to read a brief selection and then identify which one of four events occurs either first or last or just before or just after a specified event in the selection. The answer choices all restate events that are described in the passage. The student must be able to read carefully enough to isolate the particular event requested. Students who master this skill should be able to move on to reading activities that require the sequencing skill at a more complex level.

EXAMPLE OF A TEST ITEM

Directions: Read the story in the box. Answer the question about it.

MORNING SURPRISE

Tom opened his eyes. He looked at the clock. He was late for school! He jumped out of bed. Then he dressed quickly. Next, he looked out the window. It was raining. So Tom put on his rain hat. Then he picked up his books and ran to the door. But then he remembered. It was Saturday. There was no school!

What did Tom do just after he looked out of the window?

○ He remembered it was Saturday.

○ He picked up his books.

○ He jumped out of bed.

○ He put on his rain hat.

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DESCRIPTION OF TEST QUESTION

1. A boxed and titled reading selection followed by a question will be presented. The selection will be 35-60 words long. It will develop a single topic by presenting a series of at least four events in sequential order.

2. One or more of the following sequence indicators will be used to make the sequential order of events in the selection explicit: "after," "at last," "at the end of," "first," "last," "next," "so," "then."

3. All the words in the paragraph will be taken from the first, second, and third grade vocabulary of the IOX Basic Skills Word List.

4. The question that follows the reading selection will ask the student to identify either (1) the event that comes first or last in the selection, or (2) the event that comes just before or just after another event in the selection. If the question is of this second type, it will restate an event from the selection to enable the student to locate the answer to the question.

DESCRIPTION OF ANSWER CHOICES

1. Four answer choices will follow each question. Each choice will be a sentence directly restated from the selection.

2. The correct answer will be a sentence describing the event that occurs at the point in the sequence of events asked for by the question.

3. Incorrect answers will be sentences that describe events that occur at other points in the sequence of events than the one asked for by the question.

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first, second, and third choices are incorrect. Each choice describes an event that occurs at another point in the sequence of events than the one asked for by the question.

2. The fourth choice is correct. It describes the event that occurs at the point in the sequence of events asked for by the question.

INSTRUCTIONAL ANALYSIS

KEY SUBSKILLS

Identification of Events. The student can isolate the individual events in a passage that narrates a sequence of events.

Understanding the Meaning of Words that Indicate Order. The student understands the meanings of the words "first," "last," "before," "after," "at last," "at the end of," "next," "so," and "then" and can relate their meanings to the events in a sequence of events.

Identification of Sequential Order. The student can determine the correct chronological order for a group of events narrated in a reading selection.

POSSIBLE TEACHING ACTIVITIES

Where is the Action? This activity is designed to help students master the subskill of event identification. Its aim to demonstrate to students the difference between event statements and description statements. Prepare pairs of sentences. One of the sentences in each pair should describe an event. The other sentence should provide more details about the event but should not mention the event itself. Some examples of each type of sentence follow:

Event Statement	Description Statement
Mary eats an apple.	The apple is juicy and sweet.
John picked a flower.	The flower is red.
Jose sang a song.	The song was his favorite one.

Write each pair of sentences on the board, varying the order of presentation so that the event statement sometimes is given first and the description statement sometimes is first. Ask the students to identify the event statement in each pair. After students become skilled in differentiating between event and description statements, they can be asked to provide some examples of each kind, based either on their reading or on ideas they create themselves.

Minidramas. After students have become skilled in the subskill of event identification, they might enjoy challenging each other with this activity. All the students in the class are given the same selection to read. This selection should contain at least four different events, presented in sequential order. Volunteers prepare dramatizations of the selection. The students who are presenting a minidrama have the choice of portraying the selection as it is written or omitting one or more of the selection's events from their dramatization. The rest of the class watches each presentation, then determines whether the selection was portrayed accurately or whether changes were made. Any differences of opinion should be discussed and resolved.

All-in-a-Line. By participating in this activity, students can physically demonstrate their understanding of words that indicate order. Have four to seven students form a line. Designate one end of the line as the front and have all the students face that way. Ask the students to name the people who are first and last in line. Point to a specific student and ask who is just before or just after that student in the line. Then reverse the order of questioning. Name a particular student and have the other students describe that student's location by using the words, "first," "last," "just before," and "just after."

Class Story. This activity offers another way to give students practice in the subskill of understanding the meanings of words that indicate order. The class will work together to compose a story. Begin by asking the students to decide upon the events that will occur in their story. Let them spend some time developing their story's plot. As the plot is developed, record its various events on the chalkboard in outline form. ("Skippy barks at John," "Skippy bites John," "John chases Skippy," "John slips and falls," etc.)

When the plot is completed, put a list of sequence indicators next to it on the chalkboard. This list might include the words "first," "last," "before," "after," "next," "so," "then," "at last," and "at the end of."

Finally, have students take turns telling their story. Each student narrator elaborates upon one event from the plot outline, making sure to connect that event to the events that have occurred before it by means of an appropriate sequence indicator. ("Then John chased Skippy all the way down the street." "Just before he reached the corner, John slipped and fell." etc.) A student or the teacher transcribes the story as it is narrated. When the story is completed, students might enjoy reading it over themselves or sharing it with other classes studying this same reading skill.

What Happened? Students can gain skill in determining the correct chronological order for a series of events by participating in this activity. Ask one student to describe four or more things he or she did the previous day (or that morning or over the weekend, etc.) As the student names each event, write that event on the chalkboard ("ate breakfast," "saw a movie," etc.) Then guide the class in writing a correctly-sequenced account of the student's activities. This account should include order-indicating words such as "before," "after," "first," "last," etc. The student whose activities are described in the completed story may enjoy copying and saving the story. The stories that result could also be used at another time or with another group of students as practice reading selections for this TABS objective.

Sequential Questions. To provide students with practice in the overall skill of sequence of events, prepare or locate passages similar to those appearing on the TABS test. After students have read these passages, ask them to respond to questions of the following form: "What happened first?" "What happened last?" "What happened just before (event in story)?" "What happened just after (event in story)?" All four questions could be asked about a single selection. Students might take turns asking and answering the questions, checking each response for accuracy.

FOLLOWING DIRECTIONS

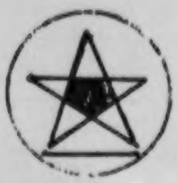
OVERVIEW

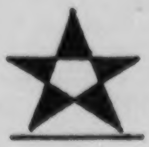
This skill requires the student to read a set of directions and then select from four drawings the one drawing that results from following that set of directions. The incorrect drawings are based upon errors commonly made in reading and following directions. These errors are omission, substitution, and addition.

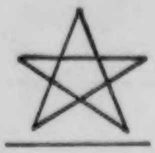
EXAMPLE OF A TEST ITEM

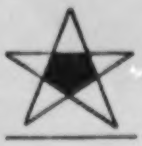
Directions: Read the set of directions in the box. Choose the picture that shows what will happen if the directions are followed correctly.

1. Make a picture of a star.
2. Put a line under the star.
3. Make the middle of the star dark.


○


○


○


○

DESCRIPTION OF TEST QUESTION

1. A boxed set of directions containing two or three steps will be presented. Each step will be numbered and will consist of a single sentence no more than 12 words in length.
2. All the words in a set of directions will be taken from the first, second, and third grade vocabulary of the IOX Basic Skills Word List. (See Appendix, page 101.)
3. A set of directions will require the production of a single small picture.

DESCRIPTION OF ANSWER CHOICES

1. Each set of directions will be followed by four answer choices. Each choice will be a picture that might plausibly result from following the given directions.

2. The correct answer choice will be the picture that results from correctly following the directions.

3. Incorrect answer choices will be pictures that result from the following types of errors:

    a. Omission. Failing to follow one or more of the steps in the set of directions.

    b. Substitution. Doing something other than that specified in the set of directions.

    c. Addition. Doing something beyond that specified in the set of directions.

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first choice is incorrect. It represents the addition of a step beyond those specified in the set of directions.

2. The second choice is incorrect. It represents the substitution of a step not given for the third step in the set of directions.

3. The third choice is incorrect. It represents the omission of the third step in the directions.

4. The fourth choice is correct. It represents the picture that results from correctly following the set of directions.

INSTRUCTIONAL ANALYSIS

KEY SUBSKILLS

Comprehension of Locational Prepositions. The student understands and can demonstrate the meaning of prepositions that indicate location. These prepositions include "on," "in," "next to," "inside," "above," "below," "around," "between," and "under."

Identification of Required Details. The student can read a set of written directions, then discern whether the physical details called for by those directions have been included in a picture based on the directions.

Isolation of Extraneous Details. By looking at a picture based on a set of written directions, the student can determine whether any details have been added to or substituted for those stipulated in the directions.

POSSIBLE TEACHING ACTIVITIES

Preposition Preparation. The purpose of this activity is to allow students to act out the meanings of locational prepositions. Students might be seated at their desks, with several objects such as paper, pencils, rulers, and erasers in front of them. The teacher or a student calls out a direction involving a preposition; for example, "Put your ruler underneath your reading book." Students respond by placing the two objects named in relation to each other according to the preposition included in the directions. Students might be told to follow the directions while keeping their eyes closed, so that they cannot watch other students perform the actions. After each direction is given, the teacher and students should verify that the actions have been carried out correctly.

As a variation on the above activity, students could stand by a stationary object such as a table or a chair and move themselves in relationship to the object as indicated by the prepositional directive.

A Step at a Time. This activity focuses on the subskill of identifying the required details in a picture. At first, students can be given a single direction and two pictures based on that direction. One picture should correctly represent the direction and the other picture should be incorrect. Students are to identify the picture that is correct. As students improve in their ability to identify the correct picture, the number of written directions that is pictured can be increased, up to a maximum of three different directions. The number of pictures can also be increased, so that students select from among three and then four versions of the same drawing. Materials for this activity might be found in illustrated class texts and magazines.

Additions and Substitutions. To give students practice in isolating extraneous details, the teacher can provide a set of written directions and a group of pictures for students to inspect. One picture would illustrate the details stipulated in the directions, while the others would contain details that have been added to, or substituted for, the specified details. It may be helpful for the teacher to discuss the differences between details in a picture that are additions and those that are substitutions. Students can then be asked to identify the picture with the appropriate details and to indicate those details that are additions or substitutions, according to the written directions.

Direction Following. Students can be provided with a set of similarly detailed pictures and a set of written directions that includes locational prepositions. Students are requested to identify the picture that matches the directions, then describe why the other pictures do not correspond to the directions, using the categories of addition, substitution, and omission.

A variation of this activity involves providing students with a set of directions containing locational prepositions, then asking the student to draw a picture that contains the appropriate details. Students could also illustrate pictures containing additions to, or substitutions for, the required details, as well as pictures with omitted details. Students can be encouraged to exchange their sets of pictures for further practice in identifying the required details and isolating the extraneous details.

PHONIC ANALYSIS

OVERVIEW

This skill requires the student to read a nonsense word that represents an alternate phonetic spelling of a real word and then select from four real words the one word that is the phonetic equivalent of the nonsense word. Since the testing format for this skill is somewhat different than that used with the other TABS objectives, teachers may want to pay particular attention to familiarizing students with it. Students should be helped with the concept of make-believe words. Students may also need to be introduced to the idea that a word can be spelled in two different ways.

EXAMPLE OF A TEST ITEM

Directions: Read the make-believe word in the box below. Answer the question about the make-believe word. Mark the answer in your booklet.

kight

What word sounds the same as the make-believe word in the box?

○ cat

○ kite

○ kept

○ count

DESCRIPTION OF TEST QUESTION

1. A single, boxed nonsense word will be presented. The word will be followed by the question: "Which word sounds the same as the make-believe word in the box?"

2. A nonsense word will be a one- or two-syllable word. It will represent an alternate phonetic spelling of a real word that is at a first or second grade level on the IOX Basic Skills Word List. Rules for generating phonetic spellings are given in the Content Supplement, page 54.

DESCRIPTION OF ANSWER CHOICES

1. Four answer choices will follow each question. Each answer choice will be a one- or two-syllable real word.

2. The correct answer choice will be the word that is the phonetic equivalent of the nonsense word.

3. Incorrect answer choices will be words that are not phonetically equivalent to the nonsense word.

   a. An incorrect answer choice will have at least one sound that differs from the sounds of the nonsense word.

   b. If possible, an incorrect answer choice will have the same initial sound as the initial sound of the nonsense word.

   c. If possible, an incorrect answer choice will have at least one more sound, in addition to the initial sound, in common with the nonsense word.

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first, third, and fourth answer choices are incorrect. Each of these answer choices is an incorrect phonetic equivalent of the nonsense word.

2. The second choice is correct. It is the phonetic equivalent of the nonsense word.

INSTRUCTIONAL ANALYSIS

KEY SUBSKILLS

Single-Sound Identification. The student can identify and vocalize the sound of single letters and multiple-letter combinations (i.e., digraphs) that result in a single sound.

Multiple-Sound Identification. The student can identify and vocalize the sound of multiple-letter combinations (i.e., diphthongs and consonant blends) that result in a blended sound.

Use of Phonic Generalizations. The student can determine the sound of letters or multiple-letter combinations by applying the phonic generalization rules found in the Content Supplement, page 54.

POSSIBLE TEACHING ACTIVITIES

Single-Sounds. This activity introduces the single sounds which correspond to single letters and digraphs. Begin by putting a letter on the chalkboard along with a word that exemplifies the sound being taught. For example, the word "hat" might be used to teach a short "a" sound. Ask the students to pronounce the word on the board and then indicate the sound the "a" makes in that word. Have the students supply additional words in which the "a" sound is the same as in "hat" (for example, "bat," "ran," "that"). After the students seem comfortable with the sound that has been presented, move on to another sound, again presenting a letter and then a word that exemplifies the sound being taught.

Which Doesn't Fit? This activity is designed to help students determine when the same letters sound the same and when they sound different. Prepare a set of flash cards. On one side of each flash card, print four words that share one or more letters in common. These in-common letters should be underlined. In three of the words the underlined letter(s) should all make the same sound. In the remaining word, the underlined letter(s) should make a different sound. One side of a flash card might look like this: late, raid, hat, day. On the other side of the flash card, print the word in which the underlined sound is different from the others on the card. (In the example presented, "hat" would appear on the other side of the flash card.) Students can use these cards individually or in pairs.

Make a Blend. This activity is designed to teach students that when certain single letters are combined with other single letters, their sounds form a blended sound. It will be easier for students to master this activity if they are fairly comfortable with the single-sound identification subskill. Put a multiple-letter combination that makes a blended sound on the chalkboard (for example, "br"). Ask students to make the sound of the first letter ("b"). Then ask them to make the sound of the second letter ("r"). Then have them put the two sounds together, blending them as much as possible. Ask the students to supply words in which the blended combination appears.

Rules and Sounds. To help students determine the sound of letters or multiple-letter combinations by applying phonic generalization rules, make up a series of worksheets. On each worksheet print several phonic rules, stated as simply as possible, along with a list of words to which those rules apply. For example, one worksheet might contain the following rules: (1) An i followed by gh is long, and the gh is silent. (2) An i followed by nd is long. (3) A y or ey at the end of a two-syllable word has the long e sound. It would also contain words such as the following: find, night, blind, money, honey. Students are to match each word with the rule it exemplifies. After students have completed matching words and rules, have volunteers pronounce the words aloud and restate the rule that applies to each word.

Poems. To help students identify similar sounds in different words, find or prepare several four-line poems in which the final word in each line rhymes. Help the students analyze what makes the poems rhyme by underlining the rhyming sounds in the words and pointing out differences in spelling where they appear.

Matching. This activity is designed to give students practice on the overall phonic analysis skill. Prepare a worksheet with two columns of words. The two columns should contain different spellings for the same word. For example, one column might contain the words "kite," "caff," "his," while the other column would contain the words "hiz," "kight," "calf." Ask students to match the words that sound the same by drawing a line connecting each pair.

Content Supplement: Rules For Phonic Respellings

PART ONE: ELIGIBLE WORD TYPES

1. One-syllable words

2. Two-syllable words with the first syllable stressed

PART TWO: LETTER-SOUND CORRESPONDENCES

In a phonic respelling, individual letters, digraphs, and dipthongs will represent the sound specified below. In cases where a letter or letter combination can represent more than one sound, reference is made to one or more generalizations that indicate when a given sound will occur. These generalizations are found in Part Three, page 56.

Letter(s)	Example of Sound	Comments
a	hat	Generalizations 1, 2
	late	Generalizations 3, 4, 5
	car	Generalization 7
	ball	Generalization 8
	vacant	Generalization 13
	boat	Generalization 5
ai	raid	Generalization 5
ay	day	Generalization 5
b	boy	
c	cat	Generalization 18
	cent	Generalization 17
ch	chair	
ck	lock	
d	dog	
e	bed	Generalizations 1, 2
	meat	Generalizations 3, 4, 5, 6
	her	Generalization 7
	silent	Generalization 13
	side	Generalizations 3, 5, 15
ea	meat	Generalization 5
ee	beet	Generalization 5

f	fly	
g	gold	Generalization 18
	gem	Generalization 17
	light	Generalizations 9, 19
h	house	
	night	Generalization 9
i	bin	Generalizations 1, 2
	bike	Generalizations 3, 4, 6, 9, 10
	fir	Generalization 7
	satin	Generalization 13
	maid	Generalization 5
j	jam	
k	kite	
	know	Generalization 19
l	love	
m	make	
n	not	
ng	sing	
nk	pink	
o	hot	Generalizations 1, 2
	home	Generalizations 3, 4, 5, 6, 11
	fork	Generalization 7
	doll	Generalization 8
oa	boat	Generalization 5
oi	coin	
oo	book)	No generalization -
	tool)	essentially interchangeable
ou	loud	
ow	clown	
oy	boy	
p	pig	
q	queen	
r	run	
s	sun)	No generalization - depends
	rose)	largely on surrounding sounds
sh	shoe	
t	ten	
th	thin)	No generalization - essentially
	then)	interchangeable

u	cup, circus	Generalizations 1, 2, 13
	fur	Generalization 7
	cute	Generalizations 3, 4
	rule	Generalizations 3, 4
	full	Generalization 8
v	very	
w	win	
wh	which	
x	fox	
y	yarn	Generalization 16
	type	Generalization 12
	party	Generalization 14
	day	Generalization 5
z	zoo	

PART THREE: PHONIC GENERALIZATIONS

The following generalizations will have the force of rules when generating phonetic respellings. Any eligible exceptions to these rules are noted.

1. When a single vowel in a one-syllable word is followed by a single consonant, a doubled consonant, a consonant blend, or a consonant digraph (with no final e), the vowel has a short sound. Exceptions: See generalizations 7, 8, 9, 10, and 11.

2. When a single vowel in the first syllable of a two-syllable word is followed by two or more consonants, that vowel has a short sound. Words with a medial double r or words in which the two medial consonants form a digraph will not be tested. Real words forming a pair which is distinguished only by the sound of the vowel in the first syllable (e.g., bitter-biter, litter-lighter) will not form the basis of a tested phonetic respelling.

3. When a one-syllable word ends in e, the preceding vowel is long and the e is silent. Words ending in e in which the medial vowel is followed by r will not be tested.

4. When a single vowel in the first syllable of a two-syllable word is followed by a single consonant, that vowel has a long sound. Words with l or r as the medial consonant will not be tested. Real words forming a pair that is distinguished only by the sound of the vowel in the first syllable (e.g., bitter-biter, litter, lighter) will not form the basis of a tested phonetic respelling.

5. In the vowel digraphs oa, ea, ee, ai, and ay, the first vowel letter has a long sound and the second letter is silent. Words in which one of these digraphs is followed by an r will not be tested.

6. A vowel at the end of a word that contains no other vowels is long.

7. A vowel followed by an r is neither short or long. Its sound is controlled by the r.

8. The vowels a, o, and u followed by an l are neither short nor long. Their sounds are controlled by the l.

9. An i followed by gh is long, and the gh is silent.

10. An i followed by nd is long.

11. An o followed by ld is long.

12. A medial y that is not preceded by another vowel or a y at the end of a one-syllable word has the long i sound.

13. A single vowel in the unstressed syllable of a two-syllable word has the /ə/ (schwa) or short u sound. Exceptions: see Generalizations 14 and 15.

14. A y or ey at the end of a two-syllable word has the long e sound.

15. An le preceded by a consonant in the second syllable of a two-syllable word has the sound /l/.

16. A y at the beginning of a syllable has a consonant sound.

17. The letters c and g followed by e or i have "soft" sounds (/s/, /j/).

18. The letters c and g followed by a, o, u, or a consonant have "hard" sounds (/k/, /g/).

19. The first letter in wr, kn, and gn is silent.

CONTEXTUAL ANALYSIS

OVERVIEW

Contextual analysis, the skill measured by this TABS objective, represents a powerful word attack skill that can markedly increase a reader's effectiveness. A competent reader learns to use context in several ways. When faced with an unfamiliar word, a skilled reader looks to see whether the word's context provides clues that can be used in arriving at a definition for the word. Then the reasonableness of that definition is checked by placing the definition back into the context from which it was derived. If the definition does not seem consistent with the context, a careful reader will modify that definition until it becomes as plausible as possible.

The test items measuring this objective require the student to select the best definition for an unfamiliar word. The word is presented within the context of a sentence that provides information about the word's meaning. This information may take the form of a description that exemplifies the unfamiliar word or a word or phrase that provides a synonym or antonym for the unfamiliar word. Four possible definitions for the word are presented as answer choices. By using the context to provide clues, the student is to select the best definition for the unfamiliar word.

EXAMPLE OF A TEST ITEM

Directions: Read the sentence in the box. Answer the question about the underlined word. Mark the answer in your booklet.

> We need to alter the game, not keep it the same.

What does alter mean in this sentence?

○ change

○ hold

○ beat

○ chase

DESCRIPTION OF TEST QUESTION

1. A boxed sentence that contains an underlined word will be presented. The sentence will contain a maximum of 12 words. All of the words except for the underlined word will be first and second grade words selected from the IOX Basic Skills Word List. (See Appendix, page 101.)

2. The underlined word will be either:

   a. a word at the third grade level or below having at least two clearly different meanings, or

   b. a word at the sixth grade level or above, as judged by the IOX Basic Skills Word List.

3. The sentence will provide one or more context clues that allow the student to select the appropriate meaning for the underlined word. Context clues may be of the following types:

   a. An example of a situation created by, resulting from, or equivalent to the referent of the underlined word; for example, "The stingy boy would not let me have a cookie."

   b. A synonym for the underlined word; for example, "I was deep in the heart, or middle of the mountain."

   c. An antonym for the underlined word; for example, "Joe thought Mary was nice, but I thought she was horrid."

   d. A setting which limits the plausible meaning of the underlined word; for example, "I made the batter in the kitchen." The structure of the sentence, the meaning of the sentence, or both, may contribute to this setting.

DESCRIPTION OF ANSWER CHOICES

1. Four answer choices will follow each question. Each choice will be a word or phrase that is a possible definition for the underlined word.

2. The correct answer will be a definition for the underlined word that is supported by the given context.

3. The incorrect answer choices will be definitions for the underlined word that are not supported by the given context.

4. Words used in the answer choices will be first and second grade words selected from the IOX Basic Skills Word List. (See Appendix, page 101.)

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first choice is correct. It is a definition for the underlined word that is appropriate to the given context.

2. The second, third, and fourth choices are incorrect. Each of these choices is a definition for the underlined word that is supported by the given context.

INSTRUCTIONAL ANALYSIS

KEY SUBSKILLS

Comprehension of Linking Words. The student can use linking words as clues to the relationships established between ideas in a sentence. For example, the linking word "but" establishes a relationship of difference, while the linking word "or" establishes a relationship of similarity.

Utilization of Descriptive Materials. The student can use any descriptive material that may be contained in a sentence as an aid to inferring the meaning of an unfamiliar word. This material may be in the form of a situation that exemplifies the unfamiliar word, a descriptive phrase that refers to the word, or a synonym or antonym for the unfamiliar word.

Judgment of a Definition's Plausibility. The student can determine whether a proposed definition for an unfamiliar word reasonably fits the context of the sentence in which the word occurs.

POSSIBLE TEACHING ACTIVITIES

The Definition Challenge. This activity challenges students to correctly match the definitions for unfamiliar words with the sentences containing those words. The teacher creates two lists of sentences. Each sentence includes one unfamiliar word and one or more context clues as to that word's meaning. The lists are then posted. The class is divided into two teams, and each team receives cards that have on them the definitions for the unknown words contained in that team's sentences. The teams match their definitions with their context sentences. They receive one point for each correct sentence/definition match they make. Points are deducted for incorrect matches. If desired, the game can be made more difficult by providing students with some definitions that do not match any of the sentences given. Teams must correctly identify these definitions as ones they cannot match.

Linking Word Fill-Ins. Students can practice using linking words that establish similarity (for example, "or") and linking words that establish differences (for example, "but") by providing conclusions for incomplete sentences that end with one of these words. The class begins by generating the first parts of sentences. Then the teacher adds appropriate linking words. Students complete the sentences, being attentive to the linking words as clues to the types of endings that will reasonably complete the ideas stated in the first part of each sentence.

Making Sense. This activity is designed to help students practice using examples, descriptive phrases, synonyms, and antonyms as clues to understanding unfamiliar words in sentences. Students can be given sentences that each include a nonsense word plus contextual clues as to the meaning of that word. The clues might be an example of a situation created by or resulting from the word, or descriptions that provide additional information. (For example, "The angry laxsus broke down the barn door.") A synonym or antonym might provide a clue. (For example, "The olephant, or hungry boy, looked all over for some food.")

Students read the sentences and then write a definition for each nonsense word. The definitions are to make sense within the context of the sentences. As a class activity, students can share their definitions and determine whether or not each one is acceptable. The teacher may wish to ask students to identify the clues that helped them create their definitions. Each definition should be checked for its plausibility by referring back to the context clues present in the original sentence.

New Word Search. Students can be asked to read an interesting magazine article or short story that contains at least three or four unfamiliar words. The students are to make a list of these words as they meet them, then write definitions based on the clues they find in the reading selection. Students can be reminded to consider all possible clues including examples, descriptive phrases, synonyms, antonyms, and linking words. After the teacher has reviewed the definitions, the students can make a montage illustrating the new words they have learned, finding pictures to represent as many definitions as possible.

STRUCTURAL ANALYSIS

OVERVIEW

A skilled reader learns to use any clues a word's structure can offer when attempting to determine that word's meaning. This TABS objective teaches students to define words containing prefixes or suffixes by combining a word's root meaning with the meaning of its affix. The skill is tested by having the student to read a sentence in which one word has been underlined. This word contains either a prefix or a suffix. Four possible definitions for the underlined word are presented, and the student is to select the best one. The incorrect answer choices are based on incorrect definitions for the root word or its affix, or on definitions that do not take the affix into consideration.

EXAMPLE OF A TEST ITEM

Directions: Read the sentence in the box below. Answer the question about the underlined word. Mark that answer in your booklet.

> The girls were unalike.

What does unalike mean in this sentence?

○ just like each other

○ not the same

○ without friends

○ made the same again

DESCRIPTION OF TEST QUESTION

1. A boxed sentence that contains an underlined word will be presented. The sentence will contain a maximum of 12 words.

2. The underlined word will consist of a root word with a prefix or a suffix added. The root word will be a first or second grade word selected from the IOX Basic Skills Word List. Its spelling will not be altered by the addition of the affix.

3. The affix used on a tested word will be selected from the prefixes and suffixes listed in the Content Supplement, page 64.

4. All the other words in a sentence will be first, second, and third grade words selected from the IOX Basic Skills Word List. (See Appendix, page 101.)

5. A sentence will contain as few contextual clues as possible regarding the meaning of its underlined word.

DESCRIPTION OF ANSWER CHOICES

1. Four answer choices will follow each question. Each choice will be a word or phrase that is a potential definition for the underlined word.

2. The correct answer will be a valid definition for the underlined word.

3. Incorrect answer choices will result from any of the following errors:

    a. using the meaning of an eligible affix other than that contained in the underlined word

    b. defining the root word without taking into account the meaning of the affix

    c. defining the root word incorrectly

    d. defining the entire word incorrectly

4. All of the words in the answer choices will be at a first or second grade level as determined by the IOX Basic Skills Word List. (See Appendix, page 101.)

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first choice is incorrect. It fails to use the affix meaning.

2. The second choice is correct. It is a valid definition for the underlined word.

3. The third choice is incorrect. It defines the root word incorrectly.

4. The fourth choice is incorrect. It uses the meaning of a different affix.

Content Supplement Of Affixes
Eligible For Testing

PREFIXES

a-	. on, to, toward, in, into
be-	. on, around, over . cause to be; treat as
dis-	. reversal or undoing of an act . stop, refuse to
en-	. put on or into; surround, close in . make . add strength to a meaning
pre-	. before in time, rank, position, etc. . ahead of when necessary
re-	. again . back
un-	. not, opposite of . change the action to the opposite of

SUFFIXES

-ar, -er, -or*	. before, in the past (forms past tense of regular verb)
-ed	. before, in the past (forms past tense of regular verb)
-er	. more (forms comparative of regular adjective)
-est	. most (forms superlative of regular adjective)
-ful*	. full of . tending to or likely to
-ing	. continuing (forms progressive of regular verb)
-less*	. free from; without . unable to do or be
-ly*	. like; similar
-ment*	. result of; act of . means of; thing used for . condition; state of being

-ness*	. quality or state of being
-s, -es	. more than one (forms plural of regular noun)
-y*	. full of; characterized by . having the characteristics of; like

*These suffixes will be emphasized in testing because they contain more meaning than the others.

Instructional Analysis

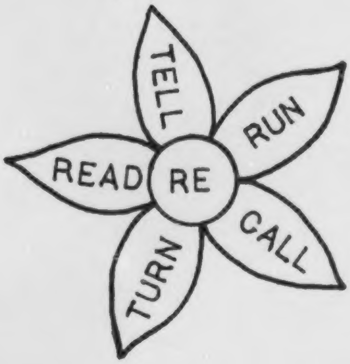
KEY SUBSKILLS

Comprehension of Prefixes. The student knows the meanings associated with each prefix listed in the Content Supplement, page 64.

Comprehension of Suffixes. The student knows the meanings associated with each suffix listed in the Content Supplement.

POSSIBLE TEACHING ACTIVITIES

Prefix Flowers. Prepare a worksheet using prefixes as the stems or centers of flowers. Students are to choose root words that can be used for each flower's leaves or petals. (See sample illustration below.) Students write the new words they have formed, along with definitions for those words, next to each flower. As a variation, students can draw objects of their own choosing, pick prefixes for the centers, then finish the pictures by adding root words. These pictures could then be displayed in the classroom. This activity provides students with practice in using prefixes and in defining words that contain a prefix.



Add an Ending. The purpose of this activity is to give students practice in using suffixes. Students can be given two lists, one containing root words selected from the first and second grade IOX Basic Skills Word List and the other containing suffixes selected from the Content Supplement, page 64. Ask students to choose a word, to add an appropriate suffix, and then to use the new word in a sentence. An example of how student work might be presented is shown below:

Root Word	Suffix	Sentence
listen	-ing	The boy is listening to his radio.

Word Search: Prefixes and Suffixes. Have students read a short selection. Then have them list all the words that contain a prefix or a suffix. As a group activity, the class can discuss the meanings of each affix and provide examples of additional affixes that could be used with the identified words. This activity provides practice in locating affixes and determining their meanings.

Affix Fill-Ins. To vary the opportunities students have to practice using affixes, provide students with sentences containing a root word that lacks an affix. Give students the definition of the complete word and ask them to fill in the appropriate prefix or suffix. An example of what these sentences might look like is provided below:

The teacher ________ told the story. Definition: told again

Definition Time. As a means of providing appropriate practice opportunities for this objective, sentences of the type used in testing this skill could be written on the chalkboard. Students take turns proposing definitions for the underlined words, explaining their definitions by referring to the meanings of the root words and their affixes. Other students decide whether the proposed definitions are acceptable, and the teacher resolves any definitional problems.

SIGHT RECOGNITION

OVERVIEW

This objective tests a student's knowledge of the meanings of individual words. Students who thoroughly master the content covered by this skill will be in a better position to succeed with the other reading objectives. Each test item for this skill requires a student to select the definition for a third grade word as it is used in a sentence. The sentence provides as few clues as possible to the meaning of the word being tested. All four answer choices are plausible substitutions for the word, expressed in first and second grade vocabulary.

EXAMPLE OF A TEST ITEM

Directions: Read the sentence in the box. Answer the question about the underlined word. Mark that answer in your booklet.

The colt was brown and white.

What does colt mean in this sentence?

○ a rock

○ an old building

○ a dress

○ a young horse

DESCRIPTION OF TEST QUESTION

1. A boxed sentence with an underlined word, followed by a question will be presented. The sentence will contain a maximum of 12 words and will provide as few contextual clues as possible to the meaning of the underlined word.

2. All words in the sentence except the underlined word will be at the second grade level or below, as determined by the IOX Basic Skills Word List. (See Appendix, page 101.)

3. The underlined word will be a noun, verb, adjective, or adverb at the third grade vocabulary level, as determined by the IOX Basic Skills Word List. (See Appendix, page 101.)

DESCRIPTION OF ANSWER CHOICES

1. Four answer choices will follow each question. Each choice will be a word or phrase that is a possible definition for the underlined word.

2. The correct answer will be a valid definition for the underlined word as it is used in the sentence.

3. Incorrect answer choices will be plausible but invalid definitions for the underlined word.

4. All the words in the answer choices will be at a first or second grade level, as determined by the IOX Basic Skills Word List. (See Appendix, page 101.)

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first, second, and third choices are incorrect. Each of these choices is a plausible but invalid definition for the underlined word.

2. The fourth choice is correct. It is a valid definition for the underlined word as it is used in the sentence.

INSTRUCTIONAL ANALYSIS

KEY SUBSKILLS

Comprehension of First and Second Grade Vocabulary. The student knows the meanings of the first and second grade words contained in the IOX Basic Skills Word List and can determine whether those words define or are synonymous with other words they are given. (See Appendix, page 101.)

POSSIBLE TEACHING ACTIVITIES

Word Wagon. Students can be asked to carry a weekly load of new words in their personal "word wagon." Each week a set of words from the basic skills word list can be placed on the chalkboard by the teacher, possibly below a drawing of a wagon loaded with words. Students can be given the definitions themselves. Weekly quizzes can be given on some or all of the words in that week's word wagon. This activity represents one way of promoting vocabulary recognition.

Crazy Talk. After students have studied the meanings of a group of words, they might enjoy reviewing those words through mixed-up sentences. Some of these sentences use a word correctly, according to its meaning. (For example, "The forest had many trees.") Other sentences use a word in an erroneous way. (For example, "The colt talked to my sister.") The teacher might make up five or 10 such sentences and let the class determine which ones are silly and which ones are correct. Students could also be asked to make the silly sentences sensible, by changing the underlined words to ones that fit the given context. If words from the first and second grade vocabulary lists were included in this activity, students would be provided with subskill practice as well as review.

Definition Bee. Students can participate in a vocabulary version of a spelling bee. The teacher presents the definitions of words, and players identify the words that have been defined. Again, to review all of the vocabulary students need to have mastered, the words for this activity should be selected from the first through third grade levels of the IOX Basic Skills Word List. (See Appendix, page 101.)

Picture That. The teacher can select a group of words that students have already studied and place that list on the chalkboard. Students are to select from this list words that they would like to illustrate. They should be given time to draw a picture for each word they have chosen. Student artists should also write the word itself on the back of each drawing. After the illustrations are completed they can be displayed. Now each student tries to determine which words go with which pictures. Students might also decide to award prizes in their art show. They might, for instance, select "the clearest picture" or "the most unusual picture" or "the most puzzling picture."

TABS

WRITING SKILLS

INTRODUCTION TO THE WRITING SKILLS

The writing portion of the TABS test is divided into two parts. The first part is composed of multiple choice items that test five components of writing: spelling, punctuation, capitalization, English usage, and sentence structure. The second part of the test consists of a writing sample that assesses three objectives: organizing ideas in writing, responding appropriately to a topic, and using legible handwriting.

For each of the components of writing, a skill description is presented consisting of (1) an overview of how the skill is measured, (2) an example of a test item that could be used to measure the objective, (3) a description of test question, that is, what the stimulus portion of the test item is like, (4) a description of answer choices, that is, what the response options for the test item are like, and (5) an answer choice analysis for the example test item, that is, an explanation of what makes the answer options to the example test item correct or incorrect. The skill descriptions are designed to help teachers understand more completely what is reflected in each objective as it is measured by TABS.

An instructional analysis follows each skill description. These analyses consist of four sections. The Introduction provides an overview of the particular objective, discussing its overall nature and its general relationship with the other writing objectives. Next, Key Subskills present enabling skills that might be helpful in a student's mastery of the objective. Teachers may wish to consider these subskills as they design their instructional plans.

Instructional Considerations discusses subskill promotion and time on task for that skill. Ideas for how to secure or devise instructional materials targeted at promoting the skill are also included.

Possible Teaching Activities concludes each instructional analysis. These activities are provided as suggested ideas for promoting the writing skills, not as prescriptions. Some of the activities deal with the subskills, and some are aimed at the objective itself. All the activities are provided as suggestions to stimulate a teacher's instructional planning.

A section on the writing sample provides a description of possible test items and a general discussion of how they may be scored.

WRITING SKILLS DESCRIPTIONS

SPELLING

OVERVIEW

This skill requires the student to select the correct spelling for a word that has been omitted from a sentence. Four possible spellings are provided for the missing word.

EXAMPLE OF A TEST ITEM

Directions: Read the sentence. Find the right spelling of the word that goes in the blank. Mark your answer.

My bicycle is __________ and white.

○ redd

○ rede

○ red

○ rad

DESCRIPTION OF TEST QUESTION

1. A question will consist of a sentence with one word missing.
2. The missing words will reflect regular sound-symbol correspondences or they will be words commonly read and written by Grade 3 students. The IOX Basic Skills Word List will be the source of spelling words, and only words designated for Grades 1-2 will be eligible for testing.

DESCRIPTION OF ANSWER CHOICES

1. Four differently spelled versions of the missing word will be presented.
2. The correct answer choice will be the correctly spelled version of the missing word.
3. The incorrect answers will be incorrect spellings of the missing word. These misspellings will be based on violations of sound-symbol correspondence.

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first choice is incorrect. It doubles the final d unnecessarily.
2. The second choice is incorrect. It introduces a silent e at the end of the word, creating a long-vowel construction.
3. The third choice is correct. It presents the correct spelling of the word red.
4. The fourth choice is incorrect. It substitutes an a for the medial e in red.

INSTRUCTIONAL ANALYSIS

INTRODUCTION

The skill of spelling bridges the two subject areas of reading and writing. In reading, students learn to use sight recognition and phonetic principles to decode words and to determine their meanings. In writing, students learn to use the very similar skills of visual memory and auditory discrimination to sound out words when attempting to write them down and to recognize whether words are spelled correctly. Third grade teachers may want to build upon the similarities between the spelling skill and the reading skills of phonic analysis and sight recognition. Many of the same phonetic principles are treated in this objective and phonic analysis objective. And all three skills require students to recognize a common group of basic words. The more often students come in contact with these words in their reading and written work, the more likely they will be to remember the correct meanings and spellings for those words.

Teachers may wish to teach spelling directly, by devising a systematic approach for covering all of the eligible spelling words listed in the Content Supplement. Teachers may also wish to use individual and class writing assignments as an opportunity for reinforcing spelling as a skill that makes a writer's communications clear to other readers. In the writing process, attention to correct spelling might be taught as a skill to be used at the time a writer is reviewing an early draft and attempting to revise and edit it. If they are able to view spelling correction as a definite stage that comes near the end of the writing process, students may become less concerned about having to remember how to spell words at the time they are first formulating their ideas and recording them on paper. Instead, students can learn to return to their work and check it over for spelling once they have developed their major ideas.

KEY SUBSKILLS

Knowledge of Spelling Generalizations. The student knows the basic sound-letter correspondences and can apply the most useful generalizations such as the use of final silent e to indicate a long-vowel sound.

Knowledge of Specific Words. The student can recall the correct spellings of the commonly used words that do not conform to basic generalizations about sound-symbol correspondences.

INSTRUCTIONAL CONSIDERATIONS

Subskill Promotion. The two subskills for this objective are somewhat different than those isolated for other TABS objectives. They represent two different ways to help students master the same skill, rather than two different, component parts of a larger skill. The first subskill represents the auditory or phonic approach to spelling and the second subskill represents the visual memory approach to spelling.

Quite clearly there is no one "correct" way to teach or learn spelling. Teachers and students should select the method that feels most comfortable to them. Most probably, also, good spellers learn to use both methods, sometimes sounding out words to check their spellings and other times recalling how a word should look when it is correctly written. In planning their spelling instruction, therefore, teachers may wish to include some time for each approach, hoping to offer students alternative ways for mastering the skill.

Time on Task. One form of appropriate practice for this objective requires students to select the correct spellings for words from among alternate spellings. Another form of practice, perhaps more relevant to the application of this objective in students' own work, requires students to write out words, then check those words for correctness. Adequate amounts of both forms of practice should help students master this skill.

Teachers may wish to familiarize students with the specific format used on the TABS test to measure spelling skill. Students should be informed about the type of test item they will be answering, along with the directions they will need to read and follow.

Instructional Materials. The Content Supplement provides a listing of all the spelling words eligible for testing by this objective. Teachers may wish to duplicate this list and distribute it to students, either all at once or in separate parts.

Other instructional materials (spelling sentences, for example, or possible misspellings of tested words) might be teacher-created or written as a part of class activities and then saved for future use.

POSSIBLE TEACHING ACTIVITIES

Spelling Bees. A traditional spelling bee based on the words in the Content Supplement provides students with an opportunity to demonstrate their mastery of the spelling words tested by this objective. Students might enjoy playing a variation of the regular contest. The teacher spells the word and students take turns judging whether a word is correct or incorrect. A student who makes a wrong identification of a word's status is out of the contest. When students become skilled at this form of a spelling bee, the rules can be changed and students can be required to spell correctly any word the teacher misspells in order to stay in the game.

Super Sleuth. This activity provides students with practice in using the spelling words and in spotting incorrectly spelled words. Select a group of words from the Content Supplement and write the list on the chalkboard. Students are to write a sentence using each word. The teacher collects the sentences and makes a class list of sentences based upon the student work. Some of the spelling words should be left correctly spelled and others should purposely be misspelled. Re-issue the list of sentences and see who can spot all of the errors first. Have students spell correctly all the misspelled words they cite.

Blankety-Blank. Students can make up practice exercises and share them with other students in preparation for the TABS test on this objective. Prepare lists of words selected from the Content Supplement and distribute these lists to class members. Students are to write a context sentence for each word on their list. Instead of writing the spelling word where it should occur in a sentence, students leave a blank in its place, then list it correctly spelled and misspelled in at least one way below the sentence. When students have completed their sentences and spelling choices they write out an answer key indicating the correct answers. Papers are exchanged and other students try to select the correct spellings. Any differences in judgment about a correct spelling can be arbitrated either by the teacher or by reference to the Content Supplement.

Family Affair. Teachers who wish to emphasize phonic principles in teaching spelling might divide the Content Supplement into groups of words that share a common trait (for example, words that contain a silent e or words that contain the diphthong ew). Students study each family of words separately, writing sentences with the words and checking their work for correctness. They might also prepare a "family album" where they present each word family in a pictorial manner. As they meet additional words that belong to a family they have already studied, they can go back and add those words to their lists.

All Alike. Teachers who wish to emphasize sight recognition and visual memory in teaching spelling might divide the Content Supplement into alphabetical groups of words (all the words that start with "a," for example). Students study each group of words separately. They can write alliterative spelling sentences, using as many spelling words as possible in each sentence. (For example, "Alvin ate an apple all alone on the airplane.") After they have proofread all of their sentences for correct spelling, students might select one or two sentences to illustrate with drawings.

PUNCTUATION

OVERVIEW

This skill requires the student to read four sentences and then select the one that is punctuated correctly.

EXAMPLE OF A TEST ITEM

Directions: Read the sentences in each group. Find the sentence with the right punctuation. Mark your answer.

○ Where is your house.

○ I ate an egg for breakfast.

○ My sister was born on July 7 1978

○ Please close the door

DESCRIPTION OF TEST QUESTION

1. Four answer choices, as described below, will constitute each test question.
2. The following punctuation rules are eligible for testing:
    a. A period is used at the end of a declarative or imperative sentence.
    b. A question mark is used at the end of an interrogative sentence.
    c. A comma is used to separate the day and year in a date.

DESCRIPTION OF ANSWER CHOICES

1. Four different simple sentences will be presented.
2. The correct answer will be a correctly punctuated declarative or interrogative sentence. This sentence may contain a comma to separate the day and year in a date. It will contain no other internal punctuation.
3. The incorrect answers will exemplify one of the following punctuation errors:
    a. Omitting punctuation at the end of a sentence.

b. Substituting a period for a question mark at the end of an interrogative sentence.

c. Omitting a comma between the day and year in a date.

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first choice is incorrect. It substitutes a period for the question mark required at the end of an interrogative sentence.

2. The second choice is correct. It presents a declarative sentence appropriately punctuated with a period.

3. The third choice is incorrect. It omits a comma between the day and year in a date.

4. The fourth choice is incorrect. It omits punctuation at the end of a sentence.

INSTRUCTIONAL ANALYSIS

INTRODUCTION

Punctuation represents one of a variety of different skills that a competent writer is able to demonstrate in producing a successful piece of writing. In composing written communications, students are often required to use punctuation in conjunction with several other writing skills, such as spelling, capitalization, sentence structure, and English usage. A writing sample, such as the one used as part of the third grade TABS writing test (see page 97), offers one way to assess students' mastery of punctuation skills. This approach examines punctuation in the context of actual writing. Another approach is through selected-response test items, such as the ones used to assess this writing objective. This approach offers a more detailed way of looking at students' mastery of basic punctuation conventions. The combination of the selected-response and constructed-response test items, therefore, offers two different perspectives on students' writing skills.

Although some teachers may regard punctuation as one of the "mechanical" (hence, less significant) writing skills, its importance becomes evident whenever punctuation marks are either omitted or used incorrectly. It is not enough for students to know the rules for the uses of the various punctuation marks. Students will also need to master the editorial skill of proofreading all their written work with care, to make sure that they remembered to use the appropriate punctuation every place it was required.

The punctuation objective is closely related to the third grade writing objectives of capitalization and sentence structure. Teachers may wish to deal with the three objectives at the same time to build upon the commonalities of the three objectives. In the objective dealing with sentence structure, students are to master the concept of a complete sentence. In the capitalization objective, students learn to begin each sentence with a capital letter. In this punctuation objective, students learn the rules for the end punctuation required by a unit of thought.

KEY SUBSKILLS

Sentence Classification. The student can identify whether a sentence is a statement, a command, or a question.

Knowledge of Punctuation Rules. The student knows the correct punctuation mark to use at the end of a sentence, as well as the correct punctuation mark to use within a date.

Attention to Detail. The student can proofread individual sentences carefully enough to detect any incorrect or missing marks of punctuation.

INSTRUCTIONAL CONSIDERATIONS

Subskill Promotion. Students will most likely need to master all three subskills to succeed with this objective, even though the three represent quite different intellectual activities. The first subskill focuses on a student's ability to differentiate among sentences according to their function. Although students need not learn the technical terms for classifying types of sentences (e.g., "declarative," "interrogative," etc.), they will need to be able to distinguish sentences that make a statement or present a command from sentences that ask a question. Simplified language such as "This sentence tells about something," or "This sentence asks a question," might be used to help students in their classification efforts.

Teachers may want to have students produce and classify their own sentences, as well as read and classify sentences written by someone else. Although the sentences presented in the test items measuring this skill are unrelated to each other, sentences used for class instruction and practice might sometimes be made part of a paragraph or a series of thoughts, as would more likely be the case in written communications students might compose themselves.

Instruction in the second subskill will occur at the same time as instruction in the first subskill. The appropriate end punctuation mark for a sentence could be paired with the sentence type itself, so that students learn that a question mark follows sentences that ask questions and a period follows statements or commands. The other punctuation rule tested by this objective could be treated separately, with students being taught that a date always needs a comma between the day and year.

The third subskill focuses on a writer's need to be attentive to detail and to proofread carefully. Students might be given a set of questions and answers about written work they are proofreading. Each sentence, in turn, could be examined against questions such as these:

- Is there a punctuation mark at the end of a sentence?
- Is the mark the correct one to use?
- Is there a date in the sentence?
- Is the date correctly punctuated with a comma?

These questions could also form a checklist students could use in editing their own compositions for correctness.

Time on Task. The most targeted instruction for this skill would consist of presenting students with sets of sentences such as those used in the test items, then asking for the identification of the sentences with the correct punctuation. These sentence sets should contain examples of sentences with the end punctuation omitted, sentences with the comma in a date omitted, and sentences with a period substituted for a question mark. The more practice that students can have with such exercises, the more likely they will be to demonstrate mastery of the objective when it is measured as part of the TABS test.

Teachers might also want to make sure that their students are familiar with the directions associated with the TABS test items. The phrase "correct punctuation" could be explained, so that students realize it refers to the uses of the comma, period, and question mark that they have been studying in class.

As with all the writing objectives measured by selected-response test items, teachers may also wish to devote instructional time to students' application of punctuation rules in the students' own writing.

Instructional Materials. A variety of simple declarative, imperative, and interrogative sentences, some containing dates, will be needed for skill instruction. Such sentences may be found in the writing that students produce in class as well as in reading and language arts text materials. Although students should be helped to see the rules for end punctuation apply to sentences of all degrees of complexity, the sentences selected for instruction should be as simple as possible at first, containing no internal punctuation other than that required by a date.

POSSIBLE TEACHING ACTIVITIES

Punctuation Grab Bag. A class collection of simple declarative, imperative, and interrogative sentences, all written without end punctuation, can be assembled. Each sentence is written on a separate slip of paper or index card. Students take turns going to the punctuation grab bag to "fish" for a sentence. When a sentence is drawn, it is read aloud or written on the chalkboard. The student who "grabbed" the sentence also supplies the end punctuation needed by that sentence.

An alternative version of the grab bag activity can be played by having students draw punctuation marks instead of sentences from the grab bag. A student who gets a question mark then makes up a sentence to fit that mark, etc. Both versions of this activity provide practice in the subskills of sentence classification and knowledge of punctuation rules.

Name That Date. A class scavenger hunt can be organized, using a list of 10 to 15 questions that requires students to locate dates as answers. The question might range from "When is the last day of school this year?" to "When was our city founded?" to "When is (name of a classmate)'s birthday?" To be considered correct, answers must be punctuated appropriately with a comma. Students can work individually or in teams to collect their answers. Hunting for dates should help students master the punctuation rule associated with a comma in dates. It may also lead to their acquiring quite a bit of interesting, although trivial, information.

Bossy Flossie and Query Harry. Two characters can be created, perhaps to be made into cartoon figures or hand puppets. Bossy Flossie speaks only in commands, while Querry Harry only asks questions. Students can take turns creating dialogue for the two characters. Other students then indicate whether the characters have indeed been true to role in their communications. Students can also indicate what punctuation mark should be used at the end of each of the character's sentences. Such a listening and responding activity helps promote the subskills of sentence classification and knowledge of punctuation rules.

Silly Sentences. Students can be asked to compose the silliest declarative, imperative, and interrogative sentences they can imagine. ("I just saw a talking tree." or "Please close the elephant." or "Who ate the airplane?") Students might prepare drawings to accompany their sentences, writing their correctly punctuated sentences below their drawings as captions. A class "Silly Art Show" could be mounted, allowing students to demonstrate their artistic as well as punctuation skills.

Mixed-Up Magoo. Nearsighted Mr. Magoo has written some sentences and then made the punctuation all wrong! Some sentences have periods where they need question marks. Other sentences have no end punctuation at all. Finally, some sentences have dates without commas. Mr. Magoo has managed to make a few sentences correct, but no one knows which ones. Students can be asked to help poor Mr. Magoo straighten out his mess, thus practicing the skill measured by the TABS punctuation objective.

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CAPITALIZATION

OVERVIEW

This skill requires the student to read four sentences and then select the one that uses capital letters correctly. The four sentences may all be the same or they may be four different sentences.

EXAMPLE OF A TEST ITEM

Directions: Read the sentences in each group. Find the sentence that uses right capital letter rules. Mark your answer.

○ i went with Sarah to her house.

○ I went with Sarah to her house.

○ I went with sarah to her house.

○ i went with sarah to her house.

DESCRIPTION OF TEST QUESTION

1. Four answer choices, as described below, will constitute each test question.
2. The following capitalization rules are eligible for testing:
    a. The first word in a sentence is always capitalized.
    b. The pronoun "I" is always capitalized.
    c. A person's name is always capitalized.

DESCRIPTION OF ANSWER CHOICES

1. Four sentences will be presented. These sentences will either be all the same or all different.
2. The correct answer will be a sentence that uses capital letters correctly. The sentence may contain the pronoun "I" or the name of a person. It will contain no other words that are capitalized.
3. The incorrect answers will exemplify one or two of the following capitalization errors:
    a. Not capitalizing the first word in a sentence.

b. Not capitalizing the pronoun "I."

c. Not capitalizing a person's name.

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first choice is incorrect. The first word in the sentence is not capitalized.

2. The second choice is correct. All words that need capital letters are capitalized.

3. The third choice is incorrect. A person's name is not capitalized.

4. The fourth choice is incorrect. Both the first word in the sentence and a person's name are not capitalized.

INSTRUCTIONAL ANALYSIS

INTRODUCTION

The skill of capitalization is much like the skill of punctuation in that both require the student to master a set of grammatical conventions and then apply those conventions to written work. In the instance of the TABS test, a student will be proofreading sentences that have already been written. In many classroom situations, a student may be writing an original composition and then re-checking that work for its mechanical correctness. In both instances, correct application of the appropriate conventions will result in writing that communicates to readers in as clear a manner as possible.

KEY SUBSKILLS

Knowledge of Capitalization Rules. The student knows that the first word in a sentence, the pronoun "I," and the person's name all require initial capital letters.

Attention to Detail. The student can proofread individual sentences carefully enough to detect any missing capital letters.

INSTRUCTIONAL CONSIDERATIONS

Subskill Promotion. To master the first subskill, students need to learn three capitalization rules and then have adequate practice in applying those rules to different sentences. Of the three rules, the one requiring a capital letter at the beginning of a sentence is the most comprehensive. Consequently, it may be the most difficult for students to apply correctly in their own writing. First, students need to learn about sentence structure as treated in a separate TABS objective. When they have a sense of what constitutes a thought unit, it becomes appropriate for them to practice capitalizing the first word in each unit.

Attention to detail is an important subskill for all the TABS writing objectives. In the instance of capitalization, the difference between a single capital letter means the difference between a correct and an incorrect sentence. This kind of attention to detail usually occurs after a writer has composed a first draft of a composition and is then revising it for others to read. Students could practice this subskill either with papers of their own or with sentences prepared by the teacher. At first they might be directed to check only for a capital letter or the word "I" or on people's names. Later they might be instructed to check for all instances of capitalization that they have studied.

Time on Task. Groups of sentences, some all alike and some different, will provide students with appropriate practice opportunities for this skill. These sentences should either be correctly capitalized or contain one or two words that should be capitalized but are not. As students read the sentences, they indicate which ones are correct and which ones need changes to become correct.

To help students feel comfortable with this skill as it is tested in TABS, teachers might spend some time on the test directions themselves, making sure students understand the phrase "right capital letter rules."

Instructional Markings. Although any group of words that is a sentence can be used for teaching the capitalization rules tested by this skill, sentences that are relatively short and simple in their structure will be the easiest place for students to begin their study of capitalization. Such sentences should contain a person's name and/or the pronoun "I." Sets of sentences could be prepared so students can have ample practice in this skill. These sentences might be taken from the students' own writing and conversation or selected from classroom text materials. The level of difficulty of the sentences chosen for instruction should be monitored, so that students do not have to worry about additional capitalization rules until they have mastered the three tested by this skill.

POSSIBLE TEACHING ACTIVITIES

Capitalization Checkpoint. After students have completed a composition assignment, one or more student papers could be prepared for distribution to the rest of the class. Each paper should be edited by the teacher, both for clarity and to ensure that the only errors present (if any) are in capitalization. When the student papers are passed out, each member of the class acts as an editor and checks carefully for the correct use of capital letters. After students have had enough time to edit the papers they have been given, they can be asked to discuss the changes they have made.

Colorful Capitals. In order to reinforce students' knowledge and use of the three capitalization rules, let students select three crayons to use in editing a composition of their own. One color will be used for the first word in each sentence, one color for the pronoun "I," and one color for proper names. (All students do not need to use the same three colors. In fact, they may enjoy creating their own unique color scheme.) After students have appropriately colored their own papers, they can exchange them with classmates. Now students should check the paper they have been given, looking for any words that are marked in color but shouldn't be, or any words that need to be colored in but have not been.

Write It Right. The teacher can dictate a simple story to the class. Each student is to transcribe what is presented, putting in capital letters where they are needed. When the dictation is completed and students have had time to check over their work, a written copy of the dictation can be distributed. Students can then check the accuracy of their own work.

Find That Name. To help students master the capitalization rule related to proper names, a class name collection can be started. Each student collects as many first names as he or she can find. Students might ask relatives for names they know or look in books, newspapers, and magazines for all the different names they can find. The class collection can be arranged alphabetically, with all the "A" names first, etc. Students who bring in names for the more difficult letters (Q, X, Z, etc.) might be given special recognition as super name sleuths. When the collection is complete, students will most probably be surprised at how many entries they have found. All the entries, of course, should be properly capitalized.

ENGLISH USAGE

OVERVIEW

This skill requires the student to read four versions of the same sentence and then select the one that employs acceptable standard English usage. The incorrect sentences will contain errors in subject-verb agreement and/or verb tense.

EXAMPLE OF A TEST ITEM

Directions: Read the sentences in each group. Find the sentence that uses words in the right way. Mark your answer.

○ Yesterday I eats two pieces of pie.

○ Yesterday I eat two pieces of pie.

○ Yesterday I ate two pieces of pie.

○ Yesterday I eated two pieces of pie.

DESCRIPTION OF TEST QUESTION

1. Four answer choices, as described below, will constitute each test question.

2. The following usage rules are eligible for testing:

   a. A verb must be conjugated correctly.

   b. A verb must agree in number and person with its subject.

   c. A verb must agree in tense with the time sense of a sentence.

DESCRIPTION OF ANSWER CHOICE

1. Four versions of the same sentence will be presented. Each version will contain a word or phrase indicating past or present time (for example, "yesterday" or "right now").

2. All sentences will contain a single main verb or a compound verb consisting of a main verb and a present participle. All verbs will be selected from the Grade 1 and Grade 2 levels of the IOX Basic Skills Word List. Both regular and common irregular verbs will be tested.

3. Verb conjugations will be in the simple present, past, or future tense (for example, "have," "had," "will have") or in the continuous present or past tense (for example "is running," "was running"). In the continuous tenses the participle will always be held constant.

4. The correct answer will be the sentence that illustrates correct verb usage. The verb in the sentence will be conjugated correctly. It will agree in number and person with its subject, and it will agree in tense with the time sense of the sentence.

5. The incorrect answer choices will exemplify one or two of the following usage errors:

   a. Incorrect Conjugation

      (1) An irregular verb is conjugated as if it were regular. (For example, "She losted her book yesterday.)

      (2) The verb "be" is used as a main verb. (For example, "I be tired now.")

   b. Lack of subject-verb agreement

      (1) A verb and its subject do not agree in number. (For example, "The children was happy.")

      (2) A verb and its subject do not agree in person. (For example, "You is my friend.")

   c. Incorrect tense

      (1) A verb contradicts the time sense of a sentence. (For example, "Yesterday she goes away.")

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first choice is incorrect. The verb does not agree with its subject, and the verb is in the wrong tense.

2. The second choice is incorrect. The verb is in the wrong tense.

3. The third choice is correct. The verb is conjugated correctly. It agrees in number and person with its subject, and it agrees in tense with the time sense of the sentence.

4. The fourth choice is incorrect. The verb is conjugated incorrectly.

INSTRUCTIONAL ANALYSIS

INTRODUCTION

This Grade 3 English usage objective focuses on correct verb usage. The skill requires mastery of the various dimensions of verb usage, namely conjugation, tense, and agreement. All three dimensions must be correct if a sentence is to be correct.

The content for this skill is drawn from the Grade 1 and Grade 2 verbs contained on the IOX Basic Skills Word List. Both regular and common irregular verbs are eligible for testing. Because so many of the most frequently used verbs are irregular, students will need as much exposure as possible to the correct forms of such verbs. Frequent oral as well as written practice with correct verb forms may help students remember the appropriate conjugations for common verbs. Only through such exposure will students know which verbs are regular and which are irregular, as this must be learned about each verb separately.

KEY SUBSKILLS

Identification of Time Indicators. The student can isolate those words in a sentence that indicate whether the sentence describes present or past time.

Identification of Sentence Parts. The student can isolate the subject and verb in a sentence.

Conjugation of Verbs. The student knows the correct present and past tense conjugations of all regular and common irregular verbs contained on the Grade 1 and Grade 2 levels of the IOX Basic Skills Word List.

INSTRUCTIONAL CONSIDERATIONS

Subskill Promotion. Although students must attend to all three subskills at the same time when determining correct verb usage in a sentence, for purposes of instruction it may be most effective to deal with each subskill separately.

The first subskill requires students to be able to find the time indicators used in sentences. These indicators will be words such as "yesterday," "today," "last week," and "right now." It is necessary to identify such indicators to determine whether the verb used should be in the present or the past tense. Students could be given sentences containing time indicators and asked to identify those indicators. They might also be given a list of indicators and asked to write sentences using those indicators.

In a separate exercise, students could be given sentences with time indicators and asked to determine which one of two versions of a verb to use in completing each sentence. The two verbs should be the correct present and past tense forms of the same verb. (For example, "We (go/went) to school yesterday.")

The second subskill requires students to be able to identify the subject and verb in a sentence. This subskill prepares students for subject-verb agreement. (It also prepares students for the separate TABS objective that deals with sentence structure.)

The same two-step instructional procedure used with the first subskill might be employed here. First students would isolate subjects and verbs in simple sentences presented to them. They might also write sentences using subject-verb pairs they are given.

Next students could be given sentences and asked to select which one of two or three versions of a verb to use in completing each one. The verbs should be the correct present tense conjugations of a particular verb. (For example, "Sue (am/is/are) in my class.") Practice opportunities with both singular and plural subjects should be offered, as well as practice with pronoun as well as noun subjects.

The third subskill requires students to learn the correct conjugations of verbs. Although in test items students will be presented with incorrect conjugations of common verbs, it may be preferable in class instruction to emphasize correct models. Oral language drills that have students repeat correct verb forms, then supply those forms on their own, may be effective. Calling students' attention to errors they make in written and oral communications may also be effective, especially since this approach tailors instruction to particular students' individual needs.

Time on Task. Practice, practice, and more practice might be the motto for the English usage skill. The more opportunities students have to read, hear, and write correct sentences, the more likely they will be to use words correctly themselves. They must be provided with models; they cannot be expected to learn verb usage as a series of generalizations to be applied to unfamiliar situations.

As with the other writing skills, students will need to be familiar with the directions associated with the usage test items. They will need to remember that the expression, "uses words in the right way" corresponds to the work they have been doing with verbs.

Instructional Materials. The verbs eligible for testing can be found by reference to the IOX Basic Skills Word List, Grades 1 and 2. Simple sentences using those verbs might be located in class texts or written by the teacher or students. If sets of four sentences such as those presented in the TABS test items are desired, they can be constructed by taking a correct sentence and then modifying its verb to be incorrect in form, tense, person, or number. All the verbs used in instructional materials should be limited to the simple present, past, and future tenses and the continuous present and past tenses.

POSSIBLE TEACHING ACTIVITIES

What Time Is It? To help students use time indicators in determining the correct tense for a verb, work with the class to develop as long a list as possible of such indicators. ("Yesterday," "today," "last year," etc.) After the list is finished, students can take turns volunteering to compose a sentence with one of the indicators. These sentences should be read aloud or written on the chalkboard so that other students can judge whether the verb used matches in tense with the time indicator. As a variation students could be allowed to purposely mismatch verb tense and time indicator, to see if their classmates.detect the error.

Class Composition. This activity is designed to help students isolate subjects and verbs in sentences. Begin by selecting a topic for a class composition. This topic may involve telling a story about an event or describing what is happening in a picture. It should be a topic of interest to the class.

Guide the class in orally "writing" the story. That is, students dictate their ideas aloud, and the teacher or an aide writes them down.

When the story is completed, the teacher should edit it so that all the sentences are correct. Then the story can be duplicated and distributed so that each student has a copy. After reading the story over in its completed form, students are to go back and isolate the subject and verb in each sentence. They might use different colored pens and circle all the subjects in one color and all the verbs in another. When they are finished, students should check their work and discuss their answers.

Shifting Gears. To provide students with practice in conjugating verbs correctly, prepare a set of sentences. Use a variety of regular and irregular verbs in the set. All the sentences should be in either the present or the past tense. Students are to isolate the verb in each sentence and then change that verb so that all present tense verbs become past tense verbs and vice versa. As an alternative, students can be asked to isolate the subject and verb in each sentence. Then they are to change each subject from singular to plural (or vice versa) and modify the verbs accordingly.

Pick and Choose. Students can practice their verb usage skills with this sentence-building activity. Prepare a sheet with two columns.

List a variety of possible sentence subjects in one column. Be sure to include singular as well as plural subjects and pronouns as well as nouns. List a variety of verbs in the other column. Students are to select a subject from the first column and a verb from the second column, then put the two together into a sentence. These sentences can be as serious (or silly) as students desire. They might put together "My brother sings songs" or perhaps "The icebox ate the candy." When students have finished writing out their sentences, these sentences can be shared with the rest of the class.

Verb Free-For-All. This activity offers another way for students to practice using verbs correctly. Distribute a story from which all the verbs have been deleted and blanks put in their place. Students are to fill in the blanks with verbs they choose, then read their version of the story aloud. The class listens for any errors in verb usage. Students will probably enjoy hearing the various different versions of the same story that are created.

SENTENCE STRUCTURE

OVERVIEW

This skill requires the student to read four groups of words and then select the one group that is a complete sentence.

EXAMPLE OF A TEST ITEM

Directions: Read each group of words. Find the complete sentence. Mark your answer.

○ Next to the kitten.

○ A big red balloon.

○ Bonnie threw the ball.

○ Has come and sing.

DESCRIPTION OF TEST QUESTION

Four answer choices, as described below, will constitute each test question.

DESCRIPTION OF ANSWER CHOICES

1. Four groups of words will be presented. Each group will begin with a capital letter and end with a period.
2. The correct answer will be a complete simple sentence. This sentence will follow subject-verb-object order.
3. The incorrect answers will exemplify one of the following types of incomplete sentences:
    a. A word group with a subject but no predicate.
    b. A word group with a predicate but no subject.
    c. A prepositional phrase.

ANSWER CHOICE ANALYSIS FOR EXAMPLE TEST ITEM

1. The first choice is incorrect. It is a prepositional phrase.

2. The second choice is incorrect. It is a subject without a predicate.
3. The third choice is correct. It is a complete sentence.
4. The fourth choice is incorrect. It is a predicate without a subject.

INSTRUCTIONAL ANALYSIS

INTRODUCTION

This TABS writing objective provides an appropriate link between the writing skills measured by multiple-choice test items and the writing skills measured by the writing sample. Although sentence structure is tested by having students select (rather than generate) complete sentences, the thought processes a student goes through in making that selection may be very similar to the thinking required to compose a sentence while writing. In both instances, the student must be concerned with completeness of thought. A group of words needs to communicate an entire idea to the reader, not just one portion of that idea.

KEY SUBSKILLS

Subject Identification. The student can determine whether a group of words contains a subject.

Predicate Identification. The student can determine whether a group of words contains a predicate.

INSTRUCTIONAL CONSIDERATIONS

Subskill Promotion. Both subskills for this skill might be promoted in much the same manner. Teachers might begin with examples of complete sentences, pointing out in these examples the sentence element being considered. Students can then be asked to isolate the subjects (or predicates) in sentences the teacher has not analyzed. Finally, students can be presented with groups of words that lack the element being studied. Students supply the missing part and construct a complete sentence out of what was incomplete.

Time on Task. Two forms of practice seem especially appropriate for this skill. Students need to spend some time selecting complete sentences from among groups of words that may or may not be complete sentences. Students also should spend time actually writing sentences and then checking their compositional work for correctness. Both forms of practice should help students improve in their overall writing skill.

Instructional Materials. All of the sentences as well as sentence fragments presented in the test items will be based on declarative sentences that follow the subject-verb-object order. Therefore teachers will want to select (or create) examples of this sort of sentence for class instruction. The student's own writing as well as language arts curriculum materials should provide many such sentences. With a little modification, these sentences can also be used to exemplify sentences that lack a subject, a predicate, or both.

POSSIBLE TEACHING ACTIVITIES

Sentence Shoot-Out. This activity is designed to provide students with practice in determining whether word groups are complete sentences or whether they possess only a subject or only a predicate. Prepare sets of flash cards with a word group on each card. Some word groups should be complete sentences, some should have a subject only, and some should have a predicate only. Use the back of the card to code what type of word group is on the other side. Students can take turns sorting out a set of cards, seeing who can do the sorting most quickly and accurately.

Lucky Draw. The same sets of flash cards prepared for the activity above can be used for another game. Shuffle the set of cards well and place the deck face up in front of a group of players. Each player in turn takes a card. If a player's card contains a sentence fragment, the player must complete that sentence to score a point. If the card contains a complete sentence, the player must identify it as complete to score a point. Players who miscategorize the word group on their card forfeit a turn.

Long and Shorts. Students often equate sentence length with sentence completeness. This activity is designed to change that potentially erroneous thinking as well as reinforce the concept of a complete sentence. Have students compose as many complete short sentences as they can (for example, "Many won." or "The baby smiled.") Then have them attempt to write the longest incomplete sentences they can devise (for example, "A great, big, cold, sweet-tasting ice cream cone.") Students should enjoy sharing their efforts and checking each other's writing to make sure they have written what was required.

WRITING SAMPLE

OVERVIEW

The writing sample requires the student to compose a written response to a topic presented in a writing stimulus. This stimulus will be appropriate to the interests and experiences of third grade students. It will clearly communicate the purpose of the writing task and provide visual and/or verbal cues to focus the student's attention to the demands of that task. A student's response will be evaluated according to how appropriately it meets the requirements of the task presented in the stimulus.

EXAMPLE OF A TEST ITEM

A drawing of an animal might be followed by a short paragraph asking the student to tell a story about the animal shown.

DESCRIPTION OF TEST QUESTION

1. A test question will consist of a writing stimulus designed to elicit one particular type of writing. The stimulus may be entirely verbal or it may include a drawing.

2. The types of writing eligible for testing will be expressive, informative, and persuasive. For any one of these types, students will be asked to write in a narrative or a descriptive mode or a combination of both.

3. An expressive writing task that calls for narration will require the student to communicate a sequence of events. These events may be real or imagined, depending upon the exact nature of the task specified by the writing stimulus. An expressive narrative writing task might be similar to the following: "One day the elephant shown above walked up to your front door. Tell the story of what happened that day."

4. An expressive writing task that calls for description will require the student to communicate a series of related details. These details may be real or invented, depending upon the exact nature of the task specified by the writing stimulus. An expressive descriptive writing task might be similar to the following: "Describe what your favorite room looks like."

5. An informative writing task will require the student to communicate an explanation through the use of either description, narration, or a combination of the two. An informative writing task might be similar to the following: "Explain to a friend how to get from school to your house."

6. A persuasive writing task will require the student to communicate reasons that might influence a particular audience to take a desired course of action. This type of writing may also combine both narration and description. A persuasive writing task might be similar to the following: "Invite a friend to spend the day at your house. Give your friend good reasons for doing so."

DESCRIPTION OF ANSWER CHOICES

1. Students' responses will be evaluated on a 0-4 point rating scale.
2. An individual scoring guide based on this rating scale will be devised for each writing stimulus used for testing. Each scoring guide will incorporate criteria related to (a) the type of writing required by the writing stimulus and (b) the particular features of each (e.g., the fact that the story should be about an elephant as in Item 3 above).
3. The different types of writing will be evaluated according to the following criteria:
    a. Responses to expressive-narrative writing tasks will be judged on how well they relate a sequence of events.
    b. Responses to expressive-descriptive writing tasks will be judged on how well they communicate appropriate, varied, and specific details.
    c. Responses to informative writing tasks will be judged on how clearly they communicate the information suggested by the stimulus.
    d. Responses to persuasive writing tasks will be judged on whether they give reasons pertinent to the topic.

An example of the type of scoring guide that will be used follows.

*A Suggested Generalized Scoring Guide for An Expressive-Narrative Writing Test

0 = Blank papers and papers that fail in other ways to respond to the assignment. Regardless of how well organized and free from mechnical errors these papers are, they do not respond even minimally to the required writing task. These include blank papers, papers that say "I don't know," and papers that simply copy or paraphrase the assignment. Also included are papers that write about a totally different topic and papers that respond to the fact of the assignment only (for example, "I hate this assignment.").

1 = Papers that attempt to address the topic but do so in a manner that does not demonstrate success with the task. These papers consider the verbal or visual cues but only in a marginal way. The response may be a description or a listing of events not in sequential fashion or an inappropriate narrative--that is, a sequencing of events not consistent with the written stimulus--or a narrative that addresses the topic but is almost incoherent because of garbled syntax or confused details.

2 = Papers that tell a narrative in a manner consistent with the written stimulus but do so only in a skeletal way. These papers contain little or no elaboration but offer only a short sequence of events: this happened, then this, then this. These narratives often have gaps in the story line or somewhat jumbled events that leave the reader confused.

3 = Papers that contain a somewhat elaborated narrative. Although the story may have slight gaps or may end abruptly, it is consistent with the stimulus and includes some elaborative detail that makes the narrative seem more real to the reader. Elaboration may take such forms as dialogue, particularized details, names, or details of emotional interaction between the writer and the situation.

4 = Papers that present a fully elaborated and consistent story. These stories are a unified whole, that is, the elaboration and story line are interconnected and there are no gaps in the information related. The stories also have a sense of ending or closure.

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*Since testing for Grade 3 is still in the developmental stage, this is an approximate scoring guide.

INSTRUCTIONAL ANALYSIS

An integral component of any effective instructional sequence is the provision of practice for students of behaviors toward which the instruction is aimed. In connection with the writing sample objectives, this practice becomes particularly important since, unless students receive ample practice opportunities in the process of writing, it is unlikely that they will ever become particularly skilled as writers.

Common to success with all types of writing tasks is the student's need to attend carefully to the particular requirements set by a given writing stimulus. Teachers will want to promote their students' careful reading and understanding of every writing assignment undertaken. The test items used on TABS tests will indicate as clearly as possible the type of writing required as well as the particular topic to be addressed.

Teachers will want to be sure that students recognize the cues to the particular type of writing requested. For example, the words "tell a story" or "tell what happened" indicate a narrative writing task, whereas the words "tell what something looks like" constitute a descriptive writing task.

APPENDIX

SOURCES OF WORD LISTS

The IOX Basic Skills Word List, compiled by Instructional Objectives Exchange, has been used as a measure of vocabulary difficulty for the TABS reading and writing tasks. This list of words is arranged by grade level and is synthesized from the following sources:

> Carroll, J.; Davies, P.; Richman, B. Word Frequency Book. New York: American Heritage Publishing Company, Inc., 1971.
> --A list of 87,000 words appearing most frequently in commonly printed materials such as newspapers, books, magazines.
>
> Dale, E. and O'Rourke, J. The Living Word Vocabulary--The Words We Know. Elgin, Illinois: Dome Press, Inc., 1979.
> --A list of words most familiar to students.
>
> Fry, E. and Sakiey, E. 3000 Instant Words. Highland Park, New Jersey: Dreier Educational Systems, 1979.
> --A list of 3000 words ranked according to frequency of use.
>
> Taylor, S. et al. EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies. New York: McGraw-Hill, 1979.
> --A set of grade-level-by-grade-level words most frequently appearing in basal reading series K-8.

Anyone interested in obtaining the entire IOX Basic Skills Word List for K-Grade 12 may purchase it from Instructional Objectives Exchange, 11411 West Jefferson Boulevard, Culver City, California 90230.

However, many word lists familiar to reading and language arts teachers will provide essentially the same commonly occurring words and may be used for developing instructional activities consistent with the TABS reading and writing assessments. Another widely used list, in addition to the Fry list above is:

> Harris, J. and Jacobson, M. D. Basic Elementary Reading Vocabularies. New York: The Macmillan Co., 1972.

Further information on the comparison of word lists can be found in:

> Harris, A. J. and Jacobson, M.D. "Basic Vocabulary for Beginning Reading." Reading Teacher 26 (January 1973).
>
> Lowe, A. J. and Follman, J. "Comparison of the Dolch List with Other Word Lists." Reading Teacher 28 (October 1974).

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.